

December 1967

PTA

NATIONAL PARENT-TEACHER

Magazine



Let's Abolish I.Q. Tests ★ New Data on Dating ★ Time To Control Their Tongues ★ TV Reviews

OBJECTS *of the National Congress*



Membership of the
National Congress
of Parents and Teachers
as of April 15, 1961
is 12,074,289.

of Parents and Teachers

To promote the welfare of children and youth in home, school, church, and community.

To raise the standards of home life.

To secure adequate laws for the care and protection of children and youth.

To bring into closer relation the home and the school, that parents and teachers may cooperate intelligently in the training of the child.

To develop between educators and the general public such united efforts as will secure for every child the highest advantages in physical, mental, social, and spiritual education.

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VOLUME 56 NUMBER 4



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The

PTA

Magazine

NATIONAL PARENT-TEACHER

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Editorial Office

700 North Rush Street, Chicago 11, Illinois

The magazine is not responsible for loss or injury to manuscript or art material while in its possession or in transit.

Subscription Office

700 North Rush Street, Chicago 11, Illinois

Eleanor Twiss, *Business Manager*
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Rates

\$1.50 a year—U.S. and possessions
\$1.75 a year—Canada
\$2.00 a year—Other countries
Single copy—U.S. and possessions, 25 cents
Single copy—Other countries, 35 cents

Make check or money order payable to The PTA Magazine and mail to the above address. Allow four weeks for first copy to reach you.

Notice of change of address must be given one month in advance and must show both old and new addresses.

The PTA Magazine is listed in the Education Index and the Readers' Guide to Periodical Literature.

Published monthly, September through June, by The National Parent-Teacher.

Entered as second-class matter, October 3, 1939, at the Post Office at Chicago, Illinois, under the Act of March 3, 1879.

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TURN ASIDE AT Christmas

AS CHRISTMAS APPROACHES I keep thinking of Moses and the burning bush and the meaning that this event might have for us this Christmas. You recall that Moses kept the flock of Jethro, his father-in-law. Moses had a responsible charge and a family obligation combined. He was a busy man. One day he took his sheep to the back of a scanty pasture, near unto a mountain of God. As he did, he saw a bush that burned and yet was not consumed. It was a sight to behold, but Moses, with all his cares and his task of finding pasture, could have moved right along and just made a note of the occurrence. Some day he would look into the matter.

Instead he said, "I'll turn aside to see this great sight." There is the message of Moses and a message for this Christmas. It is that we should turn aside from whatever we are doing, no matter how full of generalized good will it may be, to see some miracle that is near us.

One reason this story of Moses has significance for us now is that shepherds in the time of the Nativity did what Moses did and what we seldom do. These other shepherds had flocks and a routine and responsibility and plenty of reasons to stay put. It's true that they saw a luminous star and that it guided them to their destination and our destiny. But they did turn aside from business for the Babe born in Bethlehem and saw in his birth an event and a miracle that transcended in importance all routines, all obligations.

IF THERE IS ANY SPECIAL MESSAGE for the National Congress in Christmas this very Christmas, it is that we, too, must turn aside—not to assess our program or appraise our efforts but to see anew the miracle of the child.

There are a dozen ways we can do this and a score of ways we can profit from doing it. It may be in some personal thought or dream or

deed. It may be reading the Christmas story aloud to a child. It may be bringing some of the joys of Christmas to a child who has no family of his own. It may be inviting an exchange student to spend the Christmas holiday with us. It may be forgetting programs and plans and problems for at least a brief spell, that we may know in a special and personal

way the real reason for all our efforts. Isn't the reason for all our efforts the welfare of the individual child as well as of children everywhere?

We P.T.A. members above all others should never in our concern for all children forget the face of the child. That is why I would say to you, Let us this year look at children, one at a time, closely and tenderly. And as we look at each one we must remember that children want our love and attention more than all our plans for them and more than all the world. If we would truly celebrate the birth of One who came to earth to redeem mankind, we shall give our children and our grandchildren the most priceless gift of all—our love and faith in them. For as it was in the days of the Wise Men, so it is now. Love and faith are brighter than all the stars in the firmament.

Love and faith, when we give them freely and in abundance, become a star so lustrous that they light up the loneliest road, the most melancholy mood—not just for today or for tomorrow but for all the days of one's life.

AGAIN, THEN, I WOULD REMIND US that the shepherds turned aside from their labors to be guided by a star—a star that was to lead them to the Babe in Bethlehem. Let us this Christmas try to be as wise as they and turn aside from our labors, the better to look with love upon the child in our midst and the better also to perceive the true and glorious meaning of Christmas.

Today we see no burning bush. Rather we see a world almost in flames. I join you in a special prayer that civilization shall not be consumed and that men everywhere shall know the miracle of peace.

A blessed Christmas to you all.

Margaret E. Jenkins

*President,
National Congress of Parents and Teachers*



At what age did you begin to date?
Ten to one your son or daughter has
begun—or wants to begin—at least a
year or two earlier. Why? And what,
if anything, are parents going to do
about it?

NEW DATA ON



© H. Armstrong Roberts

DATING, for many years a favorite activity of high school and college students, has recently become a popular pastime among the junior high and elementary school set as well. We don't know how long this trend toward younger dating has been going on, but we do know that only ten years ago the most common ages for children to begin dating were thirteen and fourteen. Ten years ago dating was considered an adventurous and unusual activity for a twelve-year-old. Today teachers in many communities across the nation report that some nine-year-olds are beginning to date and twelve-year-olds are going steady. In one middle-class school district that we studied, 40 per cent of the fifth-graders (mostly ten- and eleven-year-old children) had started to date.

Like most social changes this new look in boy-girl relations has not hit all parts of the country at once. In some areas it is well established; in

others it is still unknown. But since it seems likely that sooner or later this general trend will hit most communities, perhaps we ought to find out all we can about it.

The bright side of the picture

As with everything else, there is a bright and a dark side to early dating. On the bright side we find that whereas boys and girls in the nine-to-twelve age group are traditionally separated from each other by a wall of indifference and antagonism, those who cross this barrier for dates also cross it for friends. Personally I believe that many of the difficulties that people have in getting along in adulthood can be traced to the traditional hostility between the sexes at earlier ages. If the new patterns encourage friendships, common interests, and understanding where there were none before, then this is all to the good.

DATING

CARLFRED B. BRODERICK

Also on the plus side is the fact that dating at any age gives children a chance to develop poise, social skills, and self-assurance. Although we can't be sure which is cause and which is effect, early daters are among the most popular children in their schools—popular with their own as well as the opposite sex. Teachers tend to rate them above average in social maturity.

Early daters, then, are friendlier, less prejudiced against the opposite sex, more popular, and more socially mature (according to teachers). If that were the whole picture, early dating would be a welcome innovation. Unfortunately there is another side to it.

... And the dark

Problems arise from the fact that dating in America operates like a funnel. The typical pattern works something like this:

Stage I. Playing the field—dating a number of people with no strong attachment to any of them.

Stage II. Narrowing the field—concentrating one's efforts on one or two "special" people who are more fun to be with. Usually there is a lot of jockeying back and forth, trying to get evidence of reciprocal interest.

Stage III. Going steady with one person. Typically, there is high emotional involvement. Perhaps a class ring, pin, or pendant is worn by the girl as a token of the relationship. Often the couple breaks up after a few weeks or months, and the boy and girl return to Stage I or II, proceeding again to Stage III and repeating the cycle several times before moving on to further stages of commitment.

Stage IV. Informal engagement. No date is set, no announcement made; the couple just have an "understanding" that they will get married. Often

this informal arrangement coincides with going steady. Often also the couple decide on a quick marriage and pass directly into that relationship, by-passing a formal engagement.

Stage V. Formal engagement. A wedding date is set and announced. The girl often gets a diamond ring as a token of the agreement. The relationship is emotionally intense. About one third of engagements are broken, with the partners returning to an earlier stage of dating. Most proceed after a few months to the ultimate commitment, marriage.

Stage VI. Marriage.

In our society each of these stages of involvement is seen as leading naturally to the next stage. Many young people find themselves casually entering into the large end of the funnel with no serious intentions at all and wake up suddenly to the fact that they have progressed far toward the narrow end, with its very serious lifetime commitment, without ever having intended to do so. The problem is made more difficult still by an expectation that each new degree of emotional commitment will be accompanied by a new degree of physical intimacy.

This was well illustrated just a short time ago when two sixteen-year-old high school girls came to my office to talk to me about a problem they had. Both of them had started dating early. While in Stage I (playing the field) they had had some experiences in kissing boys. In Stage II parking and light petting began. At Stage III (steady dating) they began to pet heavily. One of the girls said, "I didn't really feel right about it, but as Jim said, 'What's the point of going steady if we aren't going to do anything we didn't do before?'"

At present one girl is in Stage IV and the other in Stage V. The problem they put to me was this: "We've gone about as far as we can go without 'going all the way.' Our boy friends want us to. They say we're going to be married anyway in a year or two. We don't know what to do. We can't talk to our parents about it. What do you think we should do?" The only unusual thing about these girls is that they came to talk to someone about the problem.

They had begun dating at about twelve years of age. At sixteen they had four years of dating experience behind them. In that time the dating funnel had brought them to the next-to-the-last stage of the courtship cycle before they felt they

An article in the 1961-62 study program on adolescence.

were old enough to marry. What if they had begun dating at nine or ten? Would they have had to face the problem just that much sooner? The indications are that that is exactly what would have happened. To put it in a nutshell, the danger in this new pattern of earlier interest in the opposite sex is that it leads to earlier emotional involvement and earlier marriage.

Too much too soon

Of course it would be foolish to suppose that every boy or girl who starts dating in elementary school will end up in some kind of difficulty. There doesn't seem to be much doubt, though, that early daters are more likely than others to become involved in difficulties. Our own study, for instance, shows that those who begin to date in the fifth and sixth grades are twice as likely as others their age to have had kissing experience. Perhaps even more to the point are the findings of another study which show that two of the most reliable predictors of early marriage are the age at which one first thought he was in love and the age at which he first went steady.

We aren't sure why children are dating earlier. Probably there is a combination of two different factors. The first is a mixture of self-confidence, sociability, and lack of prejudice against members of the opposite sex as fellow human beings. The second is romantic attraction. The first without the second produces a popular and sociable person, having friends of both sexes but interested mainly in group activities.

The second factor without the first results in a child who likes romantic movies and stories, has strong crushes and romantic daydreams, but lacks the self-confidence and social skill actually to get along with a member of the opposite sex. But what happens when the same child is both sociable and inclined to be romantic? If these tendencies are encouraged by parents and friends, he is likely to begin dating at quite an early age.

I suppose that several changes in our society have contributed to this change in boy-girl relations. Friendships between the sexes have been made easier. We adults don't try so hard as adults once did to make boys and girls different. Romance may be stimulated too by increased exposure to adult lovemaking on the TV screen and elsewhere. But the biggest influence is the encouragement of parents and, in some cases, teachers.

Many parents seem to take pride in their child's early interest in the opposite sex just as they might take pride in his early interest in baseball or his

tory. They ask about girl friends (or suitors, as the case may be) and encourage the child to compete with rivals. When a boy asks his little sweetheart out to the movies, the parents wink at each other because it's so cute to see a couple of nine-year-olds acting like high school youngsters. Mothers are particularly vigorous in sponsoring this sort of activity, and many throw parties for ten-and-eleven-year-olds to which only couples are invited. In some communities schools and recreation commissions follow suit, so that dancing lessons and parties become an integral part of the programs planned for fifth- and sixth-graders.

Plan for parents

In our judgment, the bad consequences of early dating far outweigh the good. What can the individual parent do? As an individual he probably cannot do very much. Too often the lone parent fighting against a popular social pattern is in a difficult position. His children see only that they are asked to be different. The parent finds himself in the role of an "old fogey," someone who is "behind the times," "overrestrictive," "untrusting." Too often under such circumstances the parent's resistance backfires, and the forbidden activity becomes even more alluring.

Parents have had much better luck when they have discussed the situation among themselves and made a group decision. It is not necessary for the whole community to agree. A church group or a P.T.A. or an even less formal neighborhood group can get together and agree that they at least will not encourage premature pairing off among their school-age children. Children can understand that even though some date at these ages, their group does not—just as some children smoke, perhaps, but their group does not.

In some communities there have been similar movements to encourage sane dating habits for high school students. In many cases they have been successful. With these as models, I see no reason why those of us with children in their early teens or younger cannot expect success also if we put forth the effort.

Will we put forth the effort? If I read the data right, it is terribly important that we should.

► *Carlfred B. Broderick, associate professor of family relationships at the Pennsylvania State University, has been doing research on early dating under a grant from the U.S. Public Health Service. There are five children in the Broderick family—three of school age and two preschoolers.*

"LET'S

JOHN KORD LAGEMANN



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ABOLISH

100

TESTS"

JUDGMENT DAY comes early for American children. In many grade schools they are sorted out for success or failure on the basis of I.Q. (intelligence quotient) tests. The 5 to 10 per cent who score highest are told, in effect, "The fate of the nation is in your hands," and are set on the academic highroad that leads to college and career. A similar number with low I.Q.'s are labeled "slow" and are academically sidetracked. The rest are lumped together as "average" and given instruction to match.

This kind of labeling sets up what educators call the self-fulfilling prophecy. A high I.Q. helps to assure a child the interest of his teachers in furthering his education. A low I.Q. may exclude him from the opportunity to discover and develop his talents. He may score low because he can't read well, and then be hampered in his chances to *learn* to read well because he has a low I.Q. Scores that are designated "average" may give him an image of himself as an unpromising person, and he may act accordingly.

The tyranny of test results

Today the test industry is booming. The federal government alone is spending millions to help states finance testing programs to identify students with the brainpower to benefit from college. It is true that teachers in recent years have become more sophisticated and cautious about their use of I.Q. tests. But the fact remains that these tests continue to be major factors in making important decisions about what happens to our children, especially when the decision is difficult. A sixth-grade teacher, for example, is convinced that Tommy is an unusually original and promising boy, but because he tests only 108 she leaves him out of the special "enriched" classes for gifted children. There is room for only so many children, and Tommy's I.Q. helps her make up her mind.

Many teachers try conscientiously to deal with children as individuals and to discount test scores. But as one of them told me, "Once you know a child's I.Q.



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you tend to see him through it. You may try to be impartial and tell yourself to look for other qualities, but that score is on his record."

A growing number of psychologists and educators, taking a sober second look at standardized group I.Q. tests, have concluded that the defects are numerous and basic, and they now feel that the tests are far from being the infallibly precise yardstick they were once thought to be. Here are some of the fundamental defects:

First of all, unreliability. Test scores, which are often treated as exact measures of worth, can be wildly erratic. "With some children, I.Q. may vary as much as forty points from one period of their lives to another," says Dr. Glen Heathers, director of New York University's Experimental Teaching Center. In one case a child named Ruth scored 140 in September and 107 six months later. Should she be taken out of the special class for gifted children? Who knows, since she may test 140 on the next try?

The second defect is inaccuracy. The tests in most common use in high schools are written group tests; a whole classroom takes them at once. They are short, about half an hour, and they contain only a limited number of short questions. This has been shown to be a crude method indeed for measuring something as subtle and complex as intelligence. The answers to a few questions will mean big differences in scores.

Defective tests—deprived children

"I.Q.'s based on the usual group tests are worse than meaningless; they are seriously misleading," says Dr. Kenneth B. Clark, psychology professor at New York's City College. "An I.Q. score is meaningful only under rigorously controlled conditions of individual testing by a specially trained psychologist who can draw out the best in a child and who can remain sensitive to the level of the child's motivation during testing."

Third, despite the original intention of measuring

Is the standardized test jeopardizing educational opportunity for millions of American children? Or is it a means of discovering unrecognized talent? And which is more discriminating in detecting talent—the teacher or the test? On these questions debate rages. Meanwhile mass testing goes on. John Kord Lagemann here presents the case against tests. What are your views? Let's hear from you in "Opinions by Post."

only "native ability," group I.Q. tests are inevitably "culture-bound," favoring the children of well-educated parents. They rely heavily on vocabulary, for example, in which children from well-educated homes have the edge. Yet it is claimed that environmental influences are excluded. As a result, innumerable youngsters whose home environment provides little exposure to books, magazines, conversation, and cultural interests, are penalized. In prosperous suburbia one out of four children scores above 125; in poor neighborhoods only one out of 16. High school grades aside, the I.Q. sorting-out process gives relatively well-off children an extra edge toward college preparation and college scholarships, while ruling out a disproportionate number of bright but needy youngsters whose gifts are never discovered.

Even more serious, the tests favor the conformist over the creative mind. "Too much scholarship money is going to students who are good at tests but lack creative talent," says Dr. John Holland, director of the National Merit Scholarship Corporation.

One use of the I.Q. tests is to reveal whether a child is working up to or beyond his capacity, whether he is an "underachiever" or an "overachiever." When, for example, a low I.Q. youngster does well in school, it is often assumed that he is working beyond his capacity, possibly because of parental pressures. In the name of such "guidance," incalculable harm is done.

Bobby, the teen-age son of a friend, wanted to take math and physics to qualify for entrance to a technological institute. But Bobby's I.Q. was only average, and an inexperienced guidance counselor ruled out science as too difficult. Fortunately Bobby's parents went to bat for him, and the boy took all the science the school offered. He graduated at the top of his class.

For most laymen it comes as a shock to learn that

intelligence tests don't measure a child's innate mental ability. "What an aptitude test (and this includes I.Q. tests) does measure is the quality of a pupil's performance on a number of mental tasks," says Dr. Henry S. Dyer of the Educational Testing Service in Princeton, New Jersey. The score "tells how well he can cope with tasks like those on the test at the time he takes the test, and it tells nothing more."

"The mind is far too subtle and complex to be represented by a single score or by only a handful of scores in a test," says Dr. Calvin W. Taylor of the University of Utah. "It is an insult to the human mind to allow this oversimplified viewpoint to survive."

What tests don't detect

Intelligence is in fact a cluster of many abilities, and traditional I.Q. tests measure only a few of them. Recently Dr. J. P. Guilford, professor of psychology at the University of Southern California, analyzed I.Q. tests to show which useful intellectual abilities are measured by them and which are not. Then he asked a group of top scientists to evaluate a list of twenty-eight specific mental abilities and rank them according to their importance in scientific research. Number one in the scientists' list was "the ability to abandon conventional problem-solving methods that have become unworkable and to think of original solutions." (An example is putting the eye in the point of the needle to make the invention of the sewing machine possible.) *This ability is not measured by I.Q. tests.*

Another non-I.Q. aspect of intelligence picked by the scientists was the ability to recognize problems, an ability someone once defined in Einstein as "inability to accept the obvious." In fact, except for "general reasoning," which ranked third on all the scientists' list, all of the I.Q. test factors ranked below twentieth in importance.

Similar to I.Q. tests are the so-called aptitude tests, which attempt to predict how well a student will do in school or college or on some specific task. Aptitude tests do not claim to measure biological intelligence, but they have such vast influence over college admissions that the assumptions on which they are based are worth scrutinizing.

They contain problems involving words, numbers, and diagrams. Most are of multiple choice; the youngster must choose one of several "solutions." Their norms are usually based on the assumption that at a given age the average child anywhere in the United States, regardless of schooling or family background, ought to get a certain number of "right" answers, simply because most of a sampling of children in his age group has already got that many right answers. The scholastic aptitude tests further assume that if a child doesn't get that number of right answers he probably won't do well in college.

This is nonsense. One could with as much validity measure intellectual ability with crossword puzzles. As author John Hersey points out, "The basic absurdity of group testing is to suppose that human intelligence—a mystery which has thrilled and baffled philosophers and poets—can be measured in the mass by crude pieces of machinery based on mythical nationwide norms."

Nomadic numbers

There is also too much literal-mindedness about precise scores that are much less precise than they seem. Dr. Robert Thorndike, director of Teachers College Guidance Laboratory, told me: "An I.Q. of, say, 91 doesn't mean 91 at all. It means a broad band extending from, say, 81 to 101 or from 76 to 106." Yet a youngster who gets a 110 I.Q. is often treated as 9 points brighter than one who gets a 101."

What, in fact, do standardized I.Q. or aptitude tests tell you about an individual that you cannot find out by looking at the grades he has earned by actual work and by observing him at work and play? I asked this question of dozens of educators and psychologists. The answer boils down to "Nothing."

Yet I.Q. scores certainly count for something in getting a boy or girl accepted at one of the better colleges. Nobody can say just how much, but at some much-sought-after institutions 120 I.Q. has become accepted as the informal cut-off point for applicants. There is no cut-off point at the University of Kansas, one of the state institutions required by law to accept any graduate of a state-accredited high school. Dean George B. Smith conducted a retrospective study of recent graduates, many of whom would have been rejected on the basis of below-average scores on I.Q. and other conventional screening tests. He says, "In the classes of 1955-1959 alone, the loss to the state and the nation would have included 202 teachers, 176 engineers, 22 journalists, 31 lawyers, 25 doctors, 43 pharmacists." Several of them had won top academic honors.

At the University of Chicago, Dr. Benjamin Bloom, former chief of the Examiner's Office, questioned the whole philosophy behind I.Q. tests: "Do we really want only to say that some children are brighter or dumber than others? What we ought to be finding out is how to understand the individual child and help him grow." Years ago the American philosopher William James pointed out that an excessive reliance on testing is a symptom of failure in teaching.

Curb on creativity

This is, indeed, the most interesting of the newly found defects in standardized I.Q. tests: that they favor one limited kind of intelligence—the kind that is fast and sharp and knows the correct answers—while they discriminate against such central aspects of intelligence as imagination, creativity, insight.

When asked to define language, a high-I.Q. student wrote, "It is a form or manner of expression." A high-creativity student wrote, "Language is the window through which we see experience," an answer that would never get by in a standard test.

At the University of Minnesota Dr. E. Paul Torrance and his colleagues in the Bureau of Educational Research tested several hundred school children using traditional I.Q. measures and specially devised measures of creativity. Of their findings Dr. Torrance reports, "No matter what measure of I.Q. is used, if we take the top 20 per cent of I.Q. scores, we would exclude about 70 per cent of our most creative children (if I.Q. alone were used in identifying giftedness)."

Group I.Q. tests also put a premium on speed. They favor the student who thinks off the top of his head and merely recognizes a conventional right answer. They penalize the more reflective child who can think of several alternative answers—and must pause to decide which is expected on the test.

"Creative talent is not measured well by I.Q. tests," writes Dr. Taylor. "More cases with high creativity scores are missed than are identified by using an I.Q. test to locate creative talent. In our Utah conference reports on creativity there have been several indications that creativity scores and I.Q. scores are essentially unrelated, or at least are only lowly related. The nature of traditional intelligence tests does not directly involve the ability to create new ideas or things."

Suppose, for example, a definition is to be selected for a word like *stem*. The examiner may intend *stem* as in "the stem of a plant," and the child who recognizes only this obvious meaning of the word may answer rapidly and correctly and get full credit. But what about the youngster who can think of a variety of other meanings—*stem* as in the stem of a watch or a pipe, the stem of a ship, to stem or spring from a certain origin, to stem or stanch a flow, to stem or make headway against an adverse tide. This child must stop to consider which of these many uses is indicated, and the loss of time will tend to lower his score.

"We are in real danger of creating an I.Q. elite by singling out as future leaders the small proportion of our youth who have the special abilities needed to do well on standardized tests," says Chicago's Dr. Bloom. "We are screening out and throwing away other qualities we may need even more to guide us safely through the space age—not only character traits like enterprise and daring but basic mental abilities not even recognized by the tests."

On standard I.Q. and aptitude tests the problems call mainly on vocabulary, number ability, memory for ideas, general reasoning, ability to visualize spatially, and speed of perception. These six mental abilities are closely tied in with what Dr. Guilford has named convergent thinking, the kind which seeks

a recognized best or conventional answer to every problem. The more creative person uses what Dr. Guilford calls divergent thinking, in which the goal is to produce a variety of tenable but original ideas. Dr. Guilford and others have identified more than fifty mental abilities connected with divergent thinking which are never called on by I.Q. tests.

"Our confidence in machine-graded multiple-choice tests can have dangerous consequences, not only for education but for the strength and vitality of the nation," says mathematician Dr. Banesh Hoffmann of Queens College, New York, and former associate of Albert Einstein at the Institute for Advanced Study. "The whole question of multiple-choice testing needs thorough reexamination."

What would happen if standardized tests were dropped altogether? Many countries, including the Soviet Union, have considered them and rejected them completely. Outside the United States only Great Britain makes extensive use of standardized tests to grade and classify talent. It's only in the last fifty years that the tests have been used here, and we managed before that to get along very well without them.

Man vs. machine judgments

Certainly abandonment of standardized testing would upset our entire sorting-out process in elementary schools and the overreliance on machine-scored tests to select high school students for college admission and scholarships. It would mean that teachers and school administrators would have to deal once more primarily with individuals rather than numbers and depend on their own judgment with all its limitations. But which is worse—to use individual human judgments with their known fallibility or to use an impersonal system that operates logically from a false premise?

That premise is that giftedness is confined to the small percentage of the population who get the highest test scores. If this were true our chances of national survival would be pretty slim. In reality we have just never learned to recognize and develop more than a fraction of our potential.

As the National Education Association states through a commission of distinguished educators, "The rational powers of any person are developed as he uses them successfully. There is no known upper limit to what people are capable of doing with their minds."

John Kord Lagemann is a well-known writer for many national magazines. He has studied international relations in Geneva, Switzerland, and was in the OWI, overseas branch, during World War II. He once owned and operated a rural weekly in Quincy, Illinois, his home town.

The Flowers of the Forest.

Larghetto con espressione.

VOICE.

1. I've heard them liltin' at our
2. Dool and woe for the order sent
3. We'll hear no more liltin' at our

PIANO.

ewe milking, Lassies a-liltin' before the dawn of day, But now they are moaning
our lads to the Border. The English for once by guile won the day. The flowers of
ewe milking. Women and bairns are heartless and wae, Sighin' and moaning on

The Flowers of the Forest

A. L. CRABB

A CHRISTMAS STORY could not possibly all happen at precisely its appointed time. A Christmas story has of necessity a pre-Christmas background. This story reached its climax four days before Christmas on the last day of the term that Miss Maggie Roemer taught at Plum Springs. A very significant chapter took place just the year before, but its beginning went back almost four hundred years.

In the days of our childhood there was a distressing amount of sickness in the community. Sickness was plentiful then—typhoid and pneumonia in their seasons, and rheumatism and consumption the year round. There was no hospital in Bowling Green, and if there had been you couldn't have got one of us into it with anything short of a bulldozer. A major use of your home was to be sick in it.

At Plum Springs all sickness past the complaining stage was entrusted to the care of Dr. Drake, a little man who sat like one specially fitted on the great sorrel mare he rode to all stricken bedsides. Though he usually rode at a brisk canter, one fine afternoon in early November he passed the school at a frantic gallop—in view but a few moments, then disappearing over the little rise out the Penn's Chapel road. School had just

been dismissed, and we stood rigid, watching him as long as we could. There was fear in the eyes of the pupils. Something was really wrong out that way. As we moved homeward we canvassed the residents along the Penn's Chapel road.

"It could be somebody at Mose Vernon's," said Oscar Keller.

"It's not them," said Hackney Brooks with his usual positiveness. "They're too healthy. I say it's somebody at Cal Mayhugh's."

But it wasn't anyone at either home, as we found out three or four minutes later. The big road made its half circle around the Willow Pond, and there at the far side was Bob Stiles. Bob always got the neighborhood news sooner.

"You heard about it yet?" he called out while we were still more than fifty feet away. "I reckon he's dead by now."

"Who?" we asked in one voice.

"Rob Lucas. He was cutting a tree down, and a dead limb fell and hit him on the head. I'd been working for Charley Hendricks, and as I was on the way home there came Tom Flora on that big mule of his. He wouldn't stop when I asked him what it was, but he hollered back and told me he was going for Doc Drake. Tom said he would go on out to Grider for Rob's brother. Sounded mighty bad to me. I reckon I'd bet-

ter be hoofing it along toward home."

Sobered and saddened, we too hoofed it homeward. And there was one thought in our minds, the three Lucas children—Sandy, Sally, and SuEllen. They were at school that day as they were every day. They had disappeared quickly, troubled by Dr. Drake's frantic gallop.

The Lucas children were not at school the next day. The word we got was that Mr. Lucas was in a bad way. The doctor had stayed all night.

Our ears were in good tune the next morning, I suppose. Everyone in the schoolroom heard Dr. Drake coming down the road from the time he topped the hill a hundred yards away. We all turned and twisted to look through the windows, and Miss Roemer spoke no word in protest.

Mr. Gray, the blacksmith, laid down the plowpoint that he was sharpening. He raised his hand to stop the doctor. Mr. Spalding came down from the store, and the three of them talked for a few moments. Then the doctor rode in a canter toward his home.

At recess Mr. Gray came across the road to the school yard and told us what the report was. Mr. Lucas' shoulder was broken, and there was likely a fractured skull. The man was in a bad way. It would be the Lord's mercy if he recovered.

We were used to illnesses. They were part of the routine, but an accident was something supernatural. Mr. Lucas was on our minds much of the time, but the only report was that he was balancing very delicately between life and death. We saw nothing of the Lucas children. And that was of concern to all of us. It was of vast concern to Ann Chester Drake, daughter of the physician.

One might say with a fair degree of truth that Ann Chester lived mainly for the school's special programs. Every fourth Friday afternoon we had a program of singing and reciting and, if Ann Chester could possibly arrange it, a touch of drama. These monthly events stirred the girl to her depths, but she was always looking ahead to the real hour of greatness that came on the last day of school, that blaze of glory with which we ushered the session into the archives.

On the last day the year before, the three Lucas children had been the stars. They had, as we sometimes say, completely stolen the show with their rendition of that Scottish song of war and death, "The Flowers of the Forest." The Lucas family wasn't many generations out of Scotland, and while not one present Lucas had ever seen an acre of Scotland all of them had an enduring fondness for any or all of its acres. The three children together had one geography book, and the section about Scotland

was almost worn out. Plum Springs had not before heard a song like the one they sang—fierce, lonely, lovely, a heartbreaking lament for the Scottish lads who had perished at Flodden.

The children had learned the piece well. Their father and mother (she had been a McPherson) had taught them with great care. They wouldn't practice with us, but they did sing it once to Ann Chester Drake. She told us that she had never heard anything like it. She went on to say that without doubt the Scots were the best singers in the world and that we were mighty lucky to have the Lucas children for the program.

Mr. Hackney, the teacher of that session, asked (*permitted* is perhaps the better word) Ann Chester to announce the numbers as they came. It was a reasonably good program. Nobody forgot his lines or was overcome by nervousness. Ann Chester went forward to announce that the last piece would be a song by Sandy, Sally, and SuEllen Lucas. They would recite and sing "The Flowers of the Forest," a piece about a battle in Scotland.

The children took their places and SuEllen read the first stanza, clear and flavored with a faraway brogue, hinting of a deep sadness. Then all three of them sang the lines she had spoken. Then Sandy recited the second verse, and all three sang it. Last, Sally recited the third verse, and they all sang it.

The song was new and strange, but Scottish blood ran in the veins of most of us, and the "Flowers" seemed to call to something deep in our past. For moments we sat gripped to silence by something very sad and lovely. Then all Plum Springs broke into uproarious applause. When the program was over most of the people crowded forward to congratulate the Lucas children. Standing closest in the crowd gathered about them was Ann Chester Drake, and tears were trickling freely down her cheeks. It was for her a high experience.

Mr. and Mrs. Lucas didn't go down to the front but stood waiting near the door, their eyes shining. All that praise was new to the Lucases, and it embarrassed them. They got away as soon as they could and started for home along the Penn's Chapel road.

As they were going out the door Bob Stiles called out, "I didn't quite catch what that battle was, Sandy."

"The Battle of Flodden, sorr." Then they were gone.

Bob turned to Mr. Gray, the blacksmith. "Bill," he said, "you keep up on battles. That one—sounded like Flodden to me—where did they have it?"

"Flodden? I don't rightly know. Maybe somewhere when General Lee was a-fightin' up north."

None of us knew any more about the Battle of Flodden than Bob or Mr. Gray. For some reason it took courage to do it, but I asked Sandy the next time I saw him.

"In England, just a little way across the border."

"When was it fought?"


"In 1513."

It was several days before I saw Mr. Gray again, but the first thing I did was to tell him about the battle. He asked me who told me, and I told him it was Sandy. "He would know if anybody would, but what was they fightin' battles for that far back?"

"The Bible was before that, and they fought battles in it."

It has been three score years since I first heard that song. I have not forgotten the spell it cast upon me. School opened for another session in July, and I saw Sandy every day. I asked him many questions about the battle, but one day he said, "I've told you all I know."

Late in October Ann Chester began to direct our thoughts toward the coming Christmas program. She spoke to the Lucases. "Everybody liked your song last year. What are you going to give this time?"



Lovely and wonderful are the things that happen at Christmastime. One Christmas at Plum Springs was the most unforgettable of all.

"Maybe we'll sing it again. Daddy likes to hear it."

Ann Chester liked the piece too, but she was a progressive. She told them everybody would be expecting a new Scottish song. "We'll ask Daddy," said Sandy. But he never did. It was that very afternoon that Dr. Drake had ridden so furiously along the Penn's Chapel road.

The word kept reaching us that Mr. Lucas was not improving any, his condition still critical. He lingered along till the tenth of December and then died. "It's terrible," said Ann Chester the day of the funeral. "Papa has been there every day. He says they are mighty good people. And we were depending on them for the last day program. I don't know what we'll do."

Miss Roemer and Ann Chester did the best they could with the material they had. So did all of us, but something was lacking. It was still lacking when the big event was only a few hours off. "I'm worried," said Ann Chester. "I'll be glad when it's over."

The pieces went off as well as could have been expected. Quite good was the duet by the Lowe sisters, Ollie and Ivy. It was a descriptive piece about the adventures of Santa Claus with various chimneys and was accompanied by a sprightly snapping of fingers. The French harp solo by Henry Stiles was good, too. He played "Kitty Wells," and he didn't make a bobble.

Sallie Spalding recited "'Twas the Night Before Christmas"; she had memorized it perfectly. Polly Keller and Dora Vernon sang a Christmas song. The title has faded with the years, but I do remember that they did it with spirit to an appreciative audience. I recited "Lord Ullin's Daughter." My father, who was very fond of appropriate gestures to give the lines fuller meaning, had trained me specially. John Horsley read his essay on Christmas in the Bible, and everybody seemed to like it. But something was still lacking.

We had an intermission then while we got the stage ready for *Piccola* and the *Wooden Shoe*, which Ann Chester had selected as the evening's high point. As we shifted things on the stage we became aware that something was going on at the door. Someone had come down the aisle and spoken to Miss Roemer, and she had followed him out of the room. A moment later Ann Chester left the stage and went out of the room. Something really was happening. Then Miss Roemer came back, and after her, down the aisle, came Su-

Ellen and Sandy and Sally Lucas. Last came Ann Chester, her eyes shining.

I learned later what it was. The Lucases had arrived at the door and asked someone to go and get the teacher. Ann Chester arrived at the doorstep in time to hear Sandy say that Mommy wanted them to give a number as they had the year before, and she wanted them to sing the same piece in memory of Daddy. Miss Roemer's and Ann Chester's glances met. Here was the something that had been lacking. Ann Chester sensed the drama that the Lucases would provide. "Let's have it as the last number, right after *Piccola*."

The stage then was ready for *Piccola*. It was handsomely produced, and the acting was as good as we could hope for. But the audience kept its eyes on the Lucas children. Nobody understood their belated presence. When the applause for *Piccola* had died away, Miss Roemer walked quickly to the center of the stage.

"That isn't all," she said, and her voice was trembling a bit. "Mrs. Lucas wants her three children to sing 'The Flowers of the Forest' again in memory of their father. It was his favorite song. It will be the last number."

A dead silence settled on the Plum Springs School, broken only by the sounds of breathing and of the three children taking their places on the stage. This time it was Sally, the youngest, who lined out the first verse. At first her voice too was trembling, but it steadied. We all felt the sadness in it. I still didn't know what some of the words meant—none of us did—but there was a great pathos in them, deepened by the singing that followed. Sally's voice was a young girl's rich contralto, and there was kinship between it and the words:

*I've heard them liltin at our ewe milking
Lassies a-liltin before the dawn of day,
But now they are moaning on ilka green loaning.
The Flowers of the Forest are awede awa.*

Sandy recited the second stanza:
*Dool and woe for the order sent our lads to the Border.
The English for once by guile won the day,
The Flowers of the Forest that fought aye the foremost,
The prime of our lads lie cauld in the clay.*

The singers waited for the briefest of moments, then in perfect unison sang the lines through. It was the best trained singing we had ever heard. SuEllen read the third verse:

*We'll hear no more liltin at our ewe milking,
Women and bairns are heartless and wae,
Sighin and moaning on ilka green loaning,
The Flowers of the Forest are awede awa.*

Only the youngest of us who heard the Lucases sing that night are still alive, but we have not forgotten it. In all the years since, we have not heard anything so moving, so strange. It was a lament for their father—and a multitude of other brave Scotsmen before him.

I admit with some shame that I do not know what became of the Lucases. They sold their scrubby farm and moved away. I do not know where. The Lucases too are "awede awa."

But I know more about the song than I did then. I know what those lovely words mean. Though I cannot even now be reckoned an expert on the Battle of Flodden, I know that James IV, a gallant and unwise king, made a vow to be in London by Saint James' Day, but never got any farther than Flodden Field. I know now that the Flowers of the Forest gathered about their king and fought with a gallantry that grips the history writers, fought until there were none left to withstand the onrushes of the Earl of Surrey's men.

And here's a thing that brings a lump to my throat. One of the last Scotsmen to die at Flodden on that September afternoon in 1513 was a young laird of Lucas. Who was he? Were the Plum Springs Lucases of the posterity of the laird? I do not know. They lived a long time after he died, but the Scottish people are poor forgetters. Could it be that at the first Christmas program those Plum Springs Lucases were singing a lament to their ancient kinsman, even as at the next Christmas they sang one to a much later Lucas, one who then was also "awede awa"? I do not know.

A. L. Crabb, devoted alumnus and historian of Plum Springs, is professor of education at George Peabody College for Teachers and author of many books about the South. His Nashville: The Personality of a City appeared just a year ago.

Time To Control Their Tongues



MARJORIE MARSTON

"PERHAPS you Americans let your children exercise their mouths too much."

This comment came from my guide in Japan last summer during a conversation we had about the noticeably quiet behavior of boys and girls in his country. As I continued traveling in the Orient and observed happy, well-mannered children, I couldn't help admiring their obvious self-discipline. Apparently in their close family relationships these little people had learned an awareness and understanding of their responsibilities, a desire to cooperate and conform, and the true satisfactions of obedience.

In his somewhat stumbling English, the young man of the Far East had given an American schoolteacher food for thought. Do we teachers and parents allow our children to "exercise their mouths too much"?

When is it time to control their tongues? Are we failing our youngsters by not giving them discipline that helps them build their own self-discipline—the kind that is so important when we are not beside them, guiding and advising? Are we unwilling to risk a little temporary unpopularity with them?



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We let the toddler pound, kick, and scream because he has no words to express his feelings. We let the preschooler express his rage and frustration in words such as "I hate you; I'll shoot you!" because violent words are a real advance over violent actions. But we can't go on forever letting a child say exactly what he feels.

Hardy perennial

When and how to control the tongues of our little people is a persistent topic of discussion. More than two thousand years ago Aristotle pointed out that all men by no means agree on what and how children should be taught. Nor do they today. In the literature on education and child development there is still controversy, and parents and teachers are often confused by seemingly contradictory views.

Over the past fifty years we have heard much about the dangers of great restraints and repressions. We must keep hands off. We must be permissive in our dealings with our children. Their frustrations and anxieties must be eased through expression. Yet some say the trouble with our smart modern children is that they don't smart enough in the right places! Perhaps the encouragement of self-expression has gone too far. Perhaps there is a need to return to some simple, effective discipline.

To discipline effectively, we are told, we must understand why the child behaves as he does. This is glibly said, but it's not easy to decipher a child's personality. Yet many parents and teachers are doing a remarkable job of child rearing—an art, I'm inclined to believe, in which inspiration and insight play a

"Weigh thy words in a balance and make a door and bar for thy mouth." So counseled the wise writer of *Ecclesiasticus*, and the ancient wisdom must be learned anew by every generation.

large role. Profiting from both schools of thought, they avoid excessive restraints on the one hand and on the other encourage character development through standards and controls. They keep an open mind and are flexible. They try to understand the child and the situation and revise their ideas in the light of their understanding. They have fun with children.

Behavior is learned, and good behavior, including control of the tongue, is ever the result of teaching and discipline. It can be acquired, it seems to me, almost without conscious effort by the child whose training begins literally the day he is born. Desirable responses, when they are encouraged, become automatic—in other words, habits. A child's ability to adjust easily and comfortably to the demands made on him as he grows up is the ultimate result of discipline that was begun in the crib.

There is ample evidence that children want and appreciate a firm guiding hand. It is more comfortable to be good and have the approval of parents and teachers than to be in trouble. But our little ones have neither the wisdom nor the experience to know what is good behavior. They must be taught ways of behaving that smooth their relations with playmates and classmates, that make them feel at ease in any situation, that make them pleasant to have around. And this includes helping them not to "exercise their mouths too much."

Being firm about the limits of behavior, but patient and kind in making the limits clear, helps a little person to establish his own self-discipline. If punishment is given within the framework of a warm, loving relationship, a youngster is likely to accept it in the spirit in which it is given. He doesn't like it, of course, but he knows it is done out of love and concern for him.

Children feel secure and happy if they can rely on a firm, loving hand to keep them from losing control. Each parent and teacher has his own way of doing this, and we are all in agreement that there is no right and only way.

Exuberant energy

Some children are by nature more active than others. Driven by an energy they do not know how to handle, they must try out first one thing, then another. It may be extremely difficult for them to control their tongues. Often the inner urges are so strong that they willingly take punishment rather than deny them. Frequently through lack of judgment and ex-

perience their natural drives go off in the wrong direction.

It helps if we remind ourselves that the child of super vitality needs outlets for his excess energy as well as guidance in finding acceptable ones. He may need help in calming down. I'm reminded of a little boy in my first grade whom I thoroughly enjoyed but who often needed adult help to keep him out of trouble. Naturally excitable and impulsive, he was prone to burst forth at the slightest provocation, with manners most unbecoming to a six-year-old and most unacceptable to his classmates.

A grownup's nonchalant, easygoing response, which did not cause the boy embarrassment or destroy his self-respect, went a long way toward toning down his combativeness and quieting his explosions. Not taking his outbursts too seriously, handling them with a light touch, and maintaining a warm, close relationship helped that little first-grader to see the reasonableness of self-discipline.

If you fight a child's natural inclinations, it seems to me he will only resent and dislike you. It is far better to understand him and shape him gently. Knowing what to expect prepares us to turn surplus energy into constructive effort before it explodes into behavior of which the child himself is ashamed.

Little pitchers . . .

In fits of temper the most unsuspected and unexpected vocabulary may suddenly come forth. Little people are keenly interested in words—different-sounding words, long words, new words, words of any kind—and they gather them up wherever they hear them. They often use them with no idea of their meaning. They pick up objectionable words and use them experimentally. If no great fuss is made, these expressions may be dropped as casually as they were picked up. Spanking and mouth washing may only make them stand out as something extra special.

A child who never hears anything but good English has no idea there is any other kind. But I'm afraid our little people often hear and copy poor language, even profanity, which some grownups use almost unconsciously. If we would think of words as something valuable, if we would keep our emotions under con-

An article in the 1961-62 study program on the school-age child.

trol and replace useless, profane words with more accurate, appropriate expressions, we would be helping youngsters control their tongues.

Someone has said that children are engaged in the greatest mass observation in history—the observation of their parents and teachers. Children are exceedingly gifted with intuition, with remarkable insight into the meaning of facial expressions, tones of voice, and mannerisms. They are equipped with sensitive antennae that catch our feelings and moods. If a teacher is kindly and interested in them, they are responsive to her. If the classroom climate is relaxed and happy, they are likely to be relaxed and happy.

People-watchers

Our little ones study us, their teachers and parents, and take from us their cues as to what is expected. I like the way one educator put it. Children, he said, are not only our mirrors but also our printing presses, publishing in their behavior what we reveal in ours. It is truly up to us to make their observations profitable and gratifying, to give them an example they can strive to equal or excel.

And we must remember, as someone has said, that some of the best sermons are lived rather than preached and some of the best preaching is done by holding one's tongue. When things go wrong we can explode all over the place, or we can try our best to say the right thing in the right tone and do what ought to be done in the proper spirit. Little people-watchers are making mental notes. Their behavior, good or bad, results from watching and imitating.

Too great frustrations are sometimes the cause of children's outbursts. In Bali, we are told, children have outlets for their feelings in watching highly dramatic, ritualistic, theatrical performances that embody their hates and fears. In our country, however, we have no such ritualistic forms to ease frustrations, unless, as some psychologists suggest, television performs this function. Yet there is something valuable we can do. We can occasionally inventory our demands on children, our expectations of them. Is too much expected too soon?

This was evidently the case with an immature little first-grader who was having difficulty adjusting to classroom routine. After listening in bewilderment as long as he could to his teacher's lecture on conformity, he burst out, "You make me nuh-vus!" Things have to be eased a little for the child who isn't emotionally ready for the experiences we thrust on him. We have to give him a chance to grow without pressures and within the pattern of his individual characteristics and rate of development.

Let's try to keep pressures, demands, and frustrations at bearable levels. Do we give children some time to think, dream, wonder? How many "don'ts" do we inflict in a day? Do we spring to battle the minute we hear "No"?

Often a positive suggestion brings compliance when a command would provoke refusal. Bossiness in a tone of voice is something most children resent and balk at. We can try to word requests so they don't invite a refusal. "Let's see who will be ready for lunch first" is not nearly so no-ish and tyrannical as "Get ready for lunch."

Let's keep an eye on relationships too. Children need to feel they belong, that they are wanted and loved. They need to know success and status. They need the self-confidence that comes from being able to accomplish something, from not being continuously bossed and frustrated.

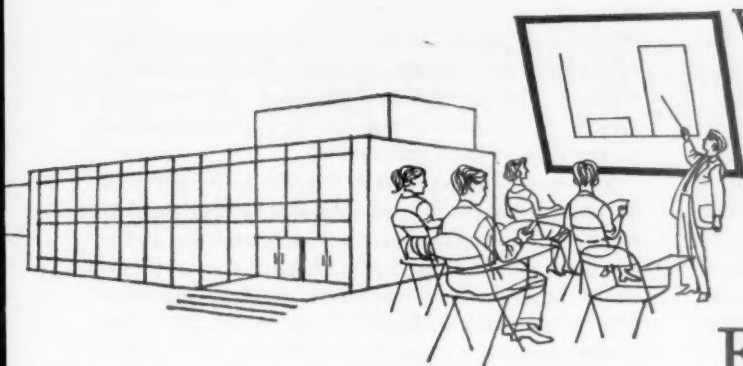
In trying to help our youngsters establish self-discipline and control of their tongues, I wonder if we don't perhaps lose sight of a basic psychological fact: that when we try too hard to accomplish something we cannot succeed. We are tense and determined when we need to be relaxed and casual. I wonder, too, if sometimes it isn't personal pride and vanity that make us set standards which are frustrating to children.

We are often so desirous of having our little ones perfect in their behavior that we die a thousand deaths while the minister is making a call at our home or the principal is stopping in our classroom. In our anxiety lest these "toddler tyrants" embarrass us before friends, we are determined to make everything go perfectly. If we get into a "state of nerves" it's easy to blow up something trivial and temporary into something big. In helping Johnny and Mary to be "good," a sense of proportion and an awareness of our own emotions help.

There may be a lot of trials and tears in making a gentleman of Johnny and a lady of Mary, but when they look up in our face at the end of a day with a beautiful toothless smile and ask, "Was I a good boy (or girl) today?" no one could feel the efforts were in vain. There are trying days when we are almost ready to throw in the sponge. But an impulsive hug or a crumpled bit of paper bearing in lopsided letters the message "I Love You" can make us glow and try again. Affection, warmth, friendliness, and a sense of humor help us live happily with our little people.

Let's make it easier for them to control their tongues. When they say "I hate you," the emotion is not nearly so earth-shaking as the words indicate. Try responding softly with "But I love you." It works wonders.

Marjorie Marston is a teacher, supervisor of the primary grades, and director of reading at the Latin School of Chicago. With unerring understanding of children as well as the tasks of education, Mrs. Marston has led countless youngsters to experience not only the joy of reading but the satisfaction of learning other basic skills—including control of the tongue.



WHAT'S HAPPENING

IN

Education?

WILLIAM D. BOUTWELL

QUESTIONS BEARING on this department's analysis of the failure of the federal aid bill (October 1961) now have the floor:

• *Most of us are opposed because we fear and are repelled by its [the bill's] socialistic implications. . . . Already established federal programs are absolutely all that can be tolerated by those of us who love and appreciate our hard-won American freedom.*

—Mrs. F. H. D., Jr.

• *Some of us happen to believe that a country whose schools are run financially by the federal government also have their teachers and materials under control of the federal government, so that any train of thought that the party in office desires will be implemented into the unsuspecting minds of children. . . . It is too bad that every time an emergency occurs everyone runs to Washington, asking for new laws to be enacted. Why not let the people handle it? Maybe it's a little slower, but it makes a stronger economy by taking a little strain off the national debt.*

—Mrs. K. D. L.

• *[Federal aid] would only encourage local laxity and negligence in supplying the needs of each locality. . . . Of course it will cost more on a national level because we never get our full tax dollar back after sending it to Washington. I think you'll find it has been shown there is really a minute percentage of school districts that are truly unable to provide for their needs on a local level.*

—Mrs. W. R. R.

All the above arguments have merit. Let me summarize them:

We already have too many federal programs, and federal aid to education would be one too many.

Federal aid threatens to give the party in power a lever for influencing the curriculum.

Local action, even if it is slower, is to be desired.

Federal aid would encourage localities to shirk their responsibilities.

You can't get as much from the Washington tax dollar as you can from the local tax dollar.

Only a few school districts are truly unable to support their schools.

Most of these reasons represent fears, although the last one represents a fond hope. Fears and hopes shape our lives and frequently save our lives.

Each of the foregoing statements provides an issue for a good hot debate. Facts could be trotted out both pro and con. Everybody could go home convinced that his own view is the correct one.

The point this department tried to make lies elsewhere. In practice we balance one fear against another fear. We fear highway accidents, but we also fear being late for a bowling date or a dance. Usually we go because the fear of an accident ranks below the other fear.

The fears expressed above by *PTA Magazine* readers are reasonable ones. Our national leaders, from the President on down, talk of other fears. They say that our beloved nation faces deadly peril from the growing power of Communism. They say that to meet this danger we must make the most of our available manpower. Better education produces better manpower. Many leaders from both parties believe that only the aid of the federal government can produce the trained people our times demand.

You can believe, if you wish, that the threat of federal government interference in your local schools is more serious than the threat of world Communism is to our nation as a whole. The point this department tried to make to both proponents and opponents of federal aid to education was this: Until a great majority of our people agree on a national objective that requires greatly strengthened education in the national interest (such as defense against world Communism), the chances of a federal aid bill being passed by Congress remain nil.

• *What is the Higher Horizons program?*

—V. S. T.

This is a pilot school program in New York City that has counterparts under other names in other cities. Like most school programs Higher Horizons was organized to meet an urgent need.

What was the need? New York is and always has been a frontier city. Newcomers arrive in successive tides. The schools of Manhattan that once received the children of immigrants from Ireland, Italy, Russia, and Germany now serve thousands of children from the South and the West Indies (60 per cent of the Manhattan school population is either Negro or Puerto Rican). Most of these newcomers to the city have little money and little education, and many people are disturbed by their failure to take advantage of the educational opportunities offered their children.

In stuffy pedagogy the Commission on Integration of the New York Board of Education has defined its worries:

"It is well known that tests of mental ability usually do not measure the full intellectual potential of children who come from low socio-economic status homes or homes in which there is cultural deprivation. Neither do such children demonstrate the academic achievement that other, more privileged children of comparable ability do, with the result that relatively few of the underprivileged children pursue post-high school education, if indeed they complete even modified high school courses."

In somewhat plainer language it adds:

"Many of these children tend to leave school at the earliest possible moment in order to earn money to contribute to their families. In failing to achieve at their educational potential, they are not only depressed vocationally and educationally for the rest of their lives, but are lost to the skilled, technical, and professional manpower pools that the nation needs so urgently in this technological age."

TO RAISE THE HORIZONS of deprived students the Demonstration Guidance Project was launched in 1956 in one junior high school. Later the program was extended to thirteen junior high schools and thirty-one elementary schools feeding into these high schools. In this space only the briefest outline of the program can be given. Improved guidance with more workers provided the heart of the program. In addition, teachers were trained to identify children's interests and abilities. The aid of parents and community services was enlisted. The aim was not simply to discover the bright youngsters and smooth their paths to college but to provide higher horizons for all pupils.

What has been done since 1956 in the Higher Horizons pilot schools?

Much attention has been given to the improvement of reading, the key to all learning. At the beginning of the project children in the selected schools averaged below city-wide standards in reading. By 1959-60 the project director could report that "the reading grade score of pupils in six Higher Horizons schools was three months above that of

third-grade pupils in six comparable non-Higher Horizons schools; paragraph reading was four months higher." The strengthened guidance staff had interviewed 90 per cent of the third-grade children and 70 per cent of their parents.

You tend to think of New York as a city rich with advantages for youth, and indeed it is. But children in poor sections remain rooted in those areas, and so do their parents. To open children's eyes to the world beyond their tenements, teachers organized trips to museums, monuments, and parks. (To many of the youngsters a trip on the subway was as much a novelty as to a tourist.) "Children have shown tremendous growth in poise while traveling on public means of transportation. At first they were frightened by the noise and strangeness of the subway. Now they act like professional travelers." Hundreds of these children witnessed the *Nutcracker* ballet at City Center and *Rumpelstiltskin* at Town Hall, visited Chinatown, rode the ferry to Staten Island.

One principal said: "Since some classes have visited twelve different places this year, the children's frames of reference have been truly expanded. *Museum, ballet, escalator, terminal, and automat* now are not just sight words. They are real."

Among the accomplishments listed thus far are these:

- School suspensions for misbehavior have sharply decreased.
- Attendance has improved.
- There has been a dramatic increase in parents' interest in education.
- The children have made noticeable gains in using the English language—both in facility and in the quality of expression, oral and written.
- Their interest in out-of-school reading is evidenced by the growing numbers of children who have joined neighborhood libraries and teen-age book clubs.
- Work habits are much better.

Higher Horizons has now gone national, so to speak. The New York City director, Daniel Schreiber, has been summoned to Washington to head up the N.E.A.'s School Dropout Project. In response to an inquiry from this department he says:

"Other cities have undertaken programs similar to the Higher Horizons program. The first city that comes to mind is Washington, D. C. (McFarland Junior High School). The William Penn High School in Philadelphia calls its program 'Wings.' In addition, the Great Cities Project, sponsored by the Ford Foundation, is engaged in various educational programs that have aspects of the Higher Horizons program."

The importance of programs of this type will be brought home to many by James Bryant Conant's new study, *Suburbs and Slums*.

Our life and times

This Bus Is Belting Along

Is your school bus equipped with safety seat belts? If you live in East Meadow, Long Island, New York, you can answer "Yes." East Meadow was the first community in the country to try out safety belts as standard equipment. Observers say the new system works fine and hope that in time seat belts will be standard equipment on all school buses.

Good Thing It Wasn't a Horse

The telephone repairman knew something was wrong as soon as he saw a tail hanging out of the coin return slot. Sure enough, a hamster was stuck inside. Two small boys had parked their pet, Clem, in the telephone booth while they went on a shopping trip. We are happy to report that the repairman was able to dismantle the coin box without dismantling Clem, who will lead a more stay-at-home existence hereafter.

The Second R

What kind of handwriting instruction in childhood leads to chicken scratches—or legibility—in adulthood? Research alone can supply the answer, decided a group of educators at the recent Invitational Conference on Research in Handwriting sponsored by the University of Wisconsin Department of Education. Among the points to be explored: (1) Ways of helping each child develop his own handwriting style. (2) Effect of speed and tension on handwriting. (3) Techniques for relaxed, legible handwriting. (4) New kinds of writing instruments.

More Monkey Business

A few years ago Harry F. Harlow of the University of Wisconsin performed some interesting experiments with baby monkeys. He found that the monkeys cuddled up lovingly to imitation mothers made of terry cloth as long as these gave forth milk and warmth by mechanical means. More recent experiments by Dr. Harlow show that the baby monkeys grow up to become reluctant mates and bad mothers, sometimes clinging to the top of a cage and mercilessly beating their offspring with both paws. This neuroticism is not passed on to the infants, however. They court their unloving mothers with unmerited affection.

Growing Families

The average American family increased in size by 4 per cent during the last ten years, the Census Bureau reports. Its average size in March 1960 was 3.68 persons, as compared with 3.5 persons in 1950. Families in the Northeast are the smallest; families in the South the largest, with 3.61 and 3.79 members respectively.

Window Watchers

In several neighborhoods in Boston, an elderly person can put in his window a sign reading "Errand" and—like Aladdin rubbing his lamp—summon a helper to his side. The helper is not a genie, however, but a junior high school student who is participating in a program called "Operation Kindness."

How Things Have Gone Up!

What with the world turned upside down these days, it seems logical to carpet the ceiling. Anyway, that's what a Bonner Springs, Kansas, woman did in the new home she shares with her six children. She points out that a carpet in this unusual location requires no maintenance. Then, "it gives the whole place a warm feeling," and cuts down on the noise. What's on the floor? Vinyl floor covering and six noise-proofed children.

Nothing Petty About Pets

How much is your pet dog or cat worth? In actual dollars, it will have cost you at least \$736 by the time it is ten years old, says the Humane Society of the United States.

The Genesis of Genius

Victor Goertzel, psychologist and president of the National Association for Gifted Children, has been studying the lives of 350 well-known people to try to discover the kind of home life gifted children are likely to have. Warm, closely knit, affectionate families often produce good lawyers, humanitarians, politicians—less often creative persons. Novelists frequently come from tempestuous homes, humorists from tragic ones. Poets and military leaders were often sickly and

mother-dominated in boyhood. Finally, Dr. Goertzel has found that children who are destined for fame are inclined to read everything in sight.

Sticking 'Em Up

What do shoplifters like best to make off with? It's hard to say. But one of their favorite items at last holiday time was Scotch tape. So says the Winston-Salem, North Carolina, police chief, who suggests that the pilferers probably use their plunder when wrapping Christmas presents.

Time for Learning

You can go to Boston University free—if you are past sixty-five years of age. Dozens of men and women have already taken advantage of the offer. Many elderly persons are on limited budgets as to dollars but not as to time. And their intellectual eagerness may be unlimited.





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TIME OUT FOR

ELEV

Evaluations of TV Programs

International Showtime. NBC.

This series gives us a long look at a number of famous foreign shows, mainly circuses but also ice shows and magic exhibitions. All have been great fun, and it's a good thing for us to see that there can be quality entertainment in which the emphasis is on skill and dexterity rather than on glitter and style. Nearly as interesting as the main performance is the audience, of whom the camera gives us frequent glimpses. Thus the well-fed burghers of Mainz, Germany, laughing all over themselves at slapstick comedy, provided an unforgettable picture. In Copenhagen the children's screams of delight added to our enjoyment of some of the world's great clowns. Don Ameche, the host, wears just the right air of gaiety and grace to launch us into this world of illusion and fun.

But wouldn't half an hour be plenty for our flight through these enchanted regions? The weary watcher, whether child or adult, must come back to earth like the man on the flying trapeze. Too much clowning is as cloying as too much candy. So let's continue to have the Big Top, but not bigger than we can swallow.

Video Village, Jr. CBS.

Slot machines, a roulette wheel, a wheel of fortune, a pair of dice, and a parchesi board are the basic equipment of this gambler's heaven for small children. While Mother spins the roulette wheel, her enraptured child walks off the prescribed number of steps on the gigantic game board. This display of enterprise is rewarded by a deluge of loot that may include—for a single contestant—a portable typewriter, a fishing kit, a hi-fit set, a full-size folding ping-pong table, an electric range for Mother, and several sums of money, to mention the few items we could jot down before the treasures got to raining down too fast for us. Although there are only two contestants at a time, the "runner-up," as the M.C. calls him, seems to get at least as many rewards as the winner.

There's a kind of feverish fun in watching the children stumble manfully through their piles of unearned increment. It's a sort of nightmare of Christmas. But the most interesting thing we saw happened as one gorged youngster was turned loose to fish for yet more prizes in an imaginary

pool. He already had enough gifts to pay a boy's expenses halfway through college; yet as he eyed the brightly wrapped packages that were made so easy for him to hook onto, we saw the expression on his face. It was one of pure greed.

But some of the prizes are U.S. Savings Bonds, as the show's promotion tells us often and loudly. Well, does that make everything O.K.? Isn't it rather like stealing Bibles? Funny thing, there are commercials on this show, but you can hardly distinguish them from the show itself. Both tell you how happy you can be if you only have enough material things. Both show how easy it is to get them. All you have to do is to hop to the next square—that is, to the nearest mailbox—and register your permission to someone to deliver yet another shining gadget to your home. All the program needs is a theme song—a hymn in honor of the golden calf.

Phil Silvers. Syndicated.

It's frantic, foolish, and some may consider it fun, this rerun of *Sergeant Bilko*. If you like your farce fast and frenzied, enlist in the sergeant's private army of admirers and participate in maneuvers that were never thought up at West Point.

Route 66. CBS.

When knighthood was in flower, there would have been nothing strange in the conduct or adventures of Todd (Martin Milner) and Buzz (George Maharis), the fair and dark (respectively) heroes of *Route 66*. They would have been Sir Todd and Sir Buzz, brave of heart and pure of mind, riding gallantly forth on noble steeds to succor the helpless and rescue the distressed. In twentieth-century America two able-bodied, jobless young men rolling joyously in a top-down convertible on Route U.S. 66 are likely to seem bums or beatniks. The script-writer's fabrication that they are "seeking a place where they fit, a niche where they belong" is a trifle limp. But let that pass. How else would we get our modern knights-errant on the road?

At any rate, unhampered by routine jobs, ordinary ambitions, or romantic preoccupations, these questing young men are free and willing to involve themselves in troubled lives. We can't help thinking what a nuisance this relentless intervention could become in real life. However, this isn't real life—far from it. So the young men rush in, naïve and noble, where skilled psychiatrists, seasoned social workers, and more conventional citizens might fear to tread.

SION

a family guide for better viewing

They force the beaten to rise and try again. They bring comfort to the dying and hope to the despairing. Punch-drunk prize fighters and desperate dope addicts are not beyond their caring and their forceful efforts at redemption. Their adventures and successes are unreal, but the distressed and beaten characters are believable, the dialogue and acting are good, and the human salvage job can be highly charged with crisis and emotion.

Some episodes are marred by distasteful violence, others by themes too grand or tragic for the talents here at hand. But in *Route 66* chivalry lives again, generous compassion and acts of human kindness abound, and Sir Todd and Sir Buzz are their brothers' keepers.

Dangerous Robin. NBC.

Dangerous Robin really is. The plots and the settings are rough and tough; the characters are crude and irritating. Some of the acting is incredibly bad. There are lots of brutal murders, but if that's the only way to get rid of the unsavory cast, we can only wish there were more of them. Perhaps the dominating note in the show is contempt for humanity. Surely this attitude must reflect that of the people responsible for the show. We can only remark that we return the feeling.

Press Internationale. ABC.

Here's one with a title that contains a real *faux pas*. Just look up "internationale" in an unabridged dictionary, and you'll see that the only meanings given are (1) a working-class Socialist organization and (2) a rallying song of Communism. We are sure ABC didn't look in the dictionary, or this would never have happened.

The idea of the program is rather interesting. A theme is named, and reporters whose "beats" are foreign countries tell about the reactions of the foreign press to important events of the day. We view the newspapers and hear extracts read in the foreign language and then translated. A good deal of time is spent in answering press comments unfavorable to the United States.

This program is a bit off the beaten track, and it fills a real purpose. It is, however, extremely annoying to hear the reporters keep interrupting each other so rudely and pointlessly. Is this practice due to the unwritten TV rule that we should never get to listen to any one person for more than forty seconds at a time? Whatever may be said of other pronouncements on TV, we think some of these reporters may have things to say that are worth hearing in their entirety.

Mister Ed. CBS.

A heavy-hoofed comedy about a talking horse, and we bet he didn't fool you for a single minute. The poor animal just has his lip jerked up and down somehow while a man offstage talks. Now why should anybody think this device would be of interest? It's just as clumsy here as it was in *Chatter's World and Happy*.

By the way, who can those zombies be that we hear laughing hysterically at wan witticisms like this?

Roger: "Mencken says any man who shares his office with a horse and points with a carrot must be some kind of a kook."

Wilbur: "Didn't you say anything in my defense?"

Roger: "No. It's very hard to argue with a man when you agree with him."

Even Mister Ed doesn't consider this sort of humor worthy of a horse laugh.

Bright Prospect

Golden Showcase.

This series, produced by David Susskind, will make its debut with Oscar Wilde's *The Picture of Dorian Gray*. December 6.

Leonard Bernstein and the New York Philharmonic. CBS.

The great conductor makes his season premiere with *A Joyful Noise*, an hour-long program of unusual Christmas music. Mr. Bernstein has promised to present music of greater strength and virtuosity than is normally heard during the holiday season. Among the composers represented are Poulenc, Stravinsky, Berlioz, and Britten. As in previous years, Mr. Bernstein will annotate the program. December 14.

The Great Challenge. CBS.

This series of symposiums on major questions of the day returns to present four programs. The first, "The Third Giant; Alternative Ahead for Western Europe," will originate in Paris. It is scheduled for December 7.

Opera. NBC.

The NBC Opera Company will give its annual performance of *Amahl and the Night Visitors* on December 24.

Great Decisions—1962. Educational TV stations.

Eight half-hour reports on Brazil, Nigeria, Vietnam, Iran, and other countries. Host is Howard K. Smith, recently of *CBS News*. Release date not yet announced.

WHY CHANNELS ARE SHALLOW

According to adman Fairfax M. Cone, the public is composed of three segments: 20 per cent whose minds are made up about most things and cannot be changed; 20 per cent who will follow almost any fad, but without conviction; and 60 per cent who respond to reasonable argument and satisfactory performances. Television ought to be aimed at the solid 60 per cent—but instead it exhausts itself trying to influence the feeble 40 per cent. These people, Mr. Cone points out, are far more likely to be holding down a chair in front of a television set than attending a P.T.A. meeting or a Great Books class.

He concludes that this approach is something less than good business for anyone.

TIRED OF TV TRIVIA? HERE'S ONE ANSWER

Elementary-grade children at a boarding school in Newark, England, got so bored watching television at night that they begged for homework. The principal, happy to oblige, sponsored a half-hour program of English and arithmetic assignments that called for full participation from each pupil.

GOOD NEWS FOR ETV

One of *The PTA Magazine's* distinguished editorial consultants, Chancellor George D. Stoddard of New York University, has been elected chairman of the board of directors of the National Educational Television and Radio Center. The Center is headquarters and programing agency for NET, a nation-wide educational television network that serves fifty-six noncommercial stations. Last June Dr. Stoddard and five other prominent New Yorkers purchased Channel 13, to be used as an educational TV station reaching New York, New Jersey, and Connecticut.

BEYOND THE PAUL

An English farmer reports that his cows gave more milk after he installed television in the barn. Like many an American producer, he milks his viewers for all he can.

Sentence Summaries

FOR COMPLETE REVIEWS, SEE THE ISSUE INDICATED

Asphalt Jungle. ABC. A brutal show with some excellent acting in it. September.

Broken Arrow. Syndicated. Such a program is as harmless and hazy as a pipe of peace. November.

Candid Camera. CBS. A series that can stand on its own firm tripod has no need to scream for a celebrity, and convert an amusing visual stunt into commonplace TV chitchat. June.

Captain Grief. Syndicated. The plots are just as silly here as on similar shows, but probably there isn't too much real danger when your school-age youngster comes to Grief. November.

Deputy. NBC. Henry Fonda must find the show as boring as we do. November.

Douglas Edwards and the News. CBS. A commendable newscast is cut into by three commercials. This makes payment for the day's budget of news come high. November.

Expedition. ABC. Though necessarily superficial, this show makes the viewer a little more keenly aware of the wondrous complexity and vast resources of our world. October.

Face the Nation. CBS. A civilized program for civilized people who like combat confined to the intellectual arena. June.

Garry Moore. CBS. A good place to park your tensions, wiggle your toes, and forget all those jobs that will still be there in the morning. November.

G-E College Bowl. CBS. It is not enough if our youth give us back complacently the answers we taught them in our own

complacency. Where's the *College Bowl* whose participants will really bowl us over? October.

Harrigan & Son. ABC. For sound information on the legal profession, go elsewhere. For entertainment, you'll find the law firm of Harrigan & Son notches above the TV average. June.

Hawkeye. Syndicated. It joins *Ivanhoe*, *Robin Hood*, *William Tell*, and other memorable works that thousands of children may leave forever unread because they wrongly imagine they've seen these classics on television. November.

Hazel. NBC. To tell the truth, the TV screen just isn't big enough for Shirley. November.

Honeymooners. Syndicated. If some of the domestic comedies make us wonder, "Is this gracious living?" *Honeymooners* raises the question, "Is this living? Gracious!" October.

The Islanders. ABC. Exotic? We find it merely exhausting. June.

Issues and Answers. ABC. The program fails, first because of the lifeless rigidity of the format and second because the guests so often agree on all the issues that there is no room for controversy. November.

Medic. Syndicated. Far better that a child take the heroic doctor as a model than that he turn to some sadistic western and hitch his wagon to a shooting star. October.

Mr. Wizard. NBC. Outstanding both as an introduction to science and as a demonstration of how to teach. October.

The Nation's Future. NBC. In this all too short half hour, we've been dazzled by debates that range from sparkling to fiery (not to mention a few duds). September.

On Your Mark. ABC. The child winners in these ingenious games are rewarded by fantastically expensive prizes. It's a pity for them to be introduced so early to adult joys such as self-indulgence and satiety. November.

Outlaws. NBC. Some luckless youngsters sit enthralled before the fatal box half hour after brutalized half hour, reveling in the cruelty and corruption of this and similar shows and learning the Great Untruth. September.

The Pioneers. Syndicated. It's a bit out of the usual western rut, and on the whole it will bear watching, though not much. November.

Pip the Piper. NBC. Small children are delighted with the droll clowning, the funny songs and dances, and the simple games. A show as rollicking as its title—but what hard-hearted NBC official can be responsible for those ads? June.

Police shows in general. See *Outlaws*, September.

The Queen Is in the Kitchen. All networks. We made the title up, because it didn't seem fair to pin this evaluation on an individual domestic farce. Such silly stuff could only have been conceived by writers with a thoroughgoing contempt for the American home and family. October.

Rebel. ABC. At least amateur missionary work is better than mass murder. You may find this series is even more relaxing than the usual barrage of shotgun shells. October.

Riverboat. Syndicated. Last year we were delighted to find that NBC had dropped this cargo overboard into the muddy waters where it belongs. What ghoulish aquanauts can have had the stomach to dredge it up again? October.

Rocky and His Friends. ABC. Like the announcer, we can sincerely express our gratitude to all the people, real and imaginary, who "make this show impossible." We only wish these helpful individuals would do the same for the commercials. June.

Silents Please. ABC. The chief reason they please is the intelligent commentary. September.

Victory at Sea. NBC. History conscientiously recorded and faithfully interpreted. September.

Westerns in general. See *Outlaws*, September.

William Tell. Syndicated. No theme, however sublime, can save plots that are ridiculous. September.

GOOD NEWS FOR VIEWERS

Last year's "Sentence Summaries" (September 1960 through June 1961) are once more available. They can be ordered in any quantity for five cents apiece. Also available at the same price is a dwindling supply of "Sentence Summaries" for 1959-60.

Do as the Romans Did

What can be done to provide water for people who live in drought-plagued regions? In Jordan one of the answers is—use ancient Roman cisterns. All over Jordan people are cleaning out these relics of antiquity and putting them to use. Many of the jobs are carried out under the Near East Christian Council Committee for Refugee Work. In the little isolated village of Beit Awwa, near the Jordan-Israeli frontier, thirty village men have been working for the last five years to clean, repair, plaster, and refloor such a cistern. After some nine feet of dirt had been removed, it was found that the cistern was almost thirty feet deep and still wider across. If enough rain comes to fill it, its store of water will supply the needs of a thousand people for two years.

African Fact and Fiction

Librarians often think their readers don't take out as many nonfiction books as they should. But the opposite problem faced Librarian Kalu Okorie in Enugu, Nigeria. The Nigerians who came to the city's magnificent new library almost all wanted books on economics, politics, administration, and accountancy. Few were interested in imaginative literature. So Mr. Okorie decreed that readers could borrow two books at a time—providing one of them was fiction. Apparently the plan is working, for last year adult readers entered twice as many requests for fiction as for nonfiction. Thanks to their librarian, these Nigerians have learned that it is possible to read for pleasure.

Gardens Built on Sand

Gardens on sandy beaches are the strange goal of experiments set up at a marine agricultural station at Oriñón, Spain, by the Investigadora Química Industrial Company of Bilbao. The system uses "mixed hydroponics," combining the techniques of soilless culture with those of traditional agriculture. The main elements employed are sand from the beach and seawater, without any physical or chemical treatment. Chemical or organic fertilizers are added. Already the method has produced crops of maize, potatoes, and tomatoes, as well as flowers.

Burma Road to Health

In the whole country of Burma only about one hundred new physicians qualify each year. To produce the total number needed—four thousand—will require some twenty years. In the meantime Burma is training health assistants to supply some of the most basic medical services to villages. The assistants receive a twenty-seven-month course in elementary preventive and curative medicine and are then appointed to the rural health centers that are gradually being set up all over Burma. There they work to improve sanitation; vaccinate against smallpox, cholera, and other diseases; carry out school health inspections; educate the villagers in health matters; and assist village officials to register births and deaths.

Party Manners

There were so many arrests for drinking at Christmas-time last year in Tokyo that the police decided to teach the misbehavers a lesson. Accordingly, they made recordings of the most maudlin performances and played them back next day to the men—and their wives. To the Japanese, who dread "losing face," it was a painful experience. Most of the overindulgence is blamed on the *bohnenkai*, or office parties. Here some Japanese abandon their traditional courtesy for the more recent custom of *burei*



("no manners"). Contrary to the situation in the United States, Japan has seen no diminution in recent years in the popularity of Christmas capers among the desks and files.

Homes for Babies

Fifty neglected and abandoned babies in Ankara, Turkey, will soon be getting loving care from foster parents instead of having to live in overcrowded orphans' homes. The Turkish Ministry of Health, assisted by the United Nations and UNICEF, is training a staff to select and supervise foster homes. While the child is in a foster home, a placement worker will try to help his real parents in the hope that eventually the family can be reunited. The program has been started on a small scale, but eventually is to be extended to all Turkey.

Nothing Tame About This Diet

A ranch for wild animals was the exciting project discussed at a conference of some twenty African countries at Arusha, Tanganyika, in September. The ranch will provide a new source of food for Africans. Under conditions found in tropical Africa, herbivorous wild animals are far more efficient producers of meat and protein than are domesticated livestock. The reason is that wild animals thrive on all the vegetation in an area, in contrast to domesticated cattle, which eat only grass. Thus the rhinoceros will eat thorny bushes spurned by cows, and elephants will eat just about everything.

The raising of wild animals for food has become feasible with the introduction of new techniques. Through the use of helicopters or tranquilizing drugs, for instance, animals can be driven to new areas or captured and transported. Also, meat can now be protected from decay by an antibiotic spray that makes refrigeration unnecessary.

IRMA S. BLACK AND JOAN W. BLOS

A TWO-YEAR-OLD, on his first trip to the beach, ran terrified from the pounding surf. His father tried briefly to reason with him, then with a look of grim determination carried him, kicking and screaming, into the water—not far, to be sure, but close to the frightening sound. When the child was put down ankle deep in the water, he panicked and ran, still screaming, as far up the beach as he could go. He stayed away from the water all that day and for many days thereafter. What is more, he had not only his own fear but his father's displeasure to contend with.

Another child about the same age reacted in much the same way. But in his case no one paid any particular attention to him. His mother, father, and older sister settled in the spot where he had been and begun playing with his pail and shovel. When the little girl wanted to bathe, Mother explained to the boy that they were going down to the beach, but he could stay where he was. For at least several hours he did so. But gradually, with several long stops in between, he made his way, pail and shovel in hand, almost to the water's edge. Not once that day did he actually go into the water. But the next day he was eager to return to the beach, and eventually he came to love the water as much as the rest of the family.

In both these seaside incidents parents were sincerely trying to help little children master their fears. The methods they used—one unsuccessful, the other successful—are examples of how-to and how-not-to approaches, of which there are many.

Most parents, however, do not seek to cast out all the fears of children, only those unreal, unreasoning fears that disturb a child and interfere with the growth of his self-confidence. Fear can be a useful



Casting Out

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attitude. It got our ancestors out of the way of wild animals with appropriate haste, and it keeps us from venturing into too deep waters. Indeed the person of any age who is absolutely without fear in potentially dangerous situations may well be less healthy emotionally than his more cautious and more fearful brother. (He will probably also be shorter lived.)

When fear is a shadow

It is the inexplicable terrors that are most worrying to the parent. Yet they do have their logic—though it may be incorrect or symbolic. Children's fears are related not only to the outer world but also to the inner world, that private realm in which they think "bad" thoughts, endow objects and persons with magical powers, and react to their own smallness and weakness. A little child who is frightened by his fantasies—goblins, giants, or "things that go bump in the night"—is no less panic-stricken than another child who has a terrifying encounter with a St. Bernard dog.

Nor is it only the oversensitive, highly imaginative youngster who finds his inner world fearsome at times. In a well-known study of children from five to twelve years old, the psychologist Arthur T. Jersild found that 21 per cent were afraid of mystery, the supernatural, and death; 14.1 per cent of strange places and being alone in the dark. Many of these fears seem unreasonable, yet they were shared by more than a third of this group of normal children.

Whether a child needs help in overcoming his fears depends not so much on their origin as on their intensity and persistence. If they are specific and fairly transient, modifying them into a healthy respect for danger is a satisfying and necessary kind of learning that leads to the development of self-confidence. But nobody, however well intentioned, can develop self-confidence for anybody else. It must happen inside the individual if it is to happen at all. Just as the child whose homework is done for him does not learn arithmetic, so the child whose parents

An article in the 1961-62 study program on the preschool child.

Fear

Children's fears may not be our fears, but they can be just as paralyzing, just as inhibiting to the growth of the spirit.

Wise parents can learn to cut these terrors down to size.

assume full responsibility for his safety does not learn to look out for himself.

This is certainly not to imply that some youngsters need no help at all. Such an idea is as absurd when applied to emotional growth as it would be to the learning of the three R's. The good teacher provides instruction, explains (and reexplains) errors, allows children to tackle problems of increasing difficulty, applauds effort, and approves success.

Wise parents do something similar in their own areas of teaching. In helping a child learn to handle his fears and acquire self-confidence they allow him to experiment and explore while safeguarding him against catastrophe. At first they let him venture out of his own back yard into a neighbor's yard. From there the young explorer may wander a bit farther, perhaps halfway down the block, then to the corner mailbox, then to see what's just around the corner. It may take quite a while before he is allowed to roam out of range of their watchful eyes. They grant him more freedom as he matures and stand by always—if not with their physical presence, with their support, understanding, and love.

All this is relatively easy when the child is afraid of, or at least cautious about, things that are really dangerous. Every parent expects to protect and to warn a child against traffic, electrical equipment, and hot stoves, to mention some obvious dangers. It is proverbially said that the burnt child dreads the fire; the aim of the parent is to make the unburnt child dread it enough to keep at a safe distance.

But the other youngster, he whose fears are irrational, intense, and persistent, needs guidance of a special and quite different sort. The approach is to find out what it is that really frightens him—not always an easy task.

Four-year-old Billy put up a fuss every night as soon as the lights were turned out in his bedroom. His parents, logically assuming that it was the dark which alarmed him, arranged for suitably subdued lighting in his room. Billy seemed grateful for their attentiveness but was not markedly relieved. So they sat on the edge of his bed and pointed out that the large shape on the wall was a mere shadow and not a scary animal at all. But again they had guessed wrong. It had never occurred to Billy that there might be a scary animal, and he seemed just as

scared as before. When they asked him what bothered him he could not tell. He just said, "Stay with me, Mommy." This Mommy rightly declined to do.

Then one night the wind slammed the outside door shut, and Billy was suddenly awake. Nearly hysterical, he managed to cry out, "Don't let him in!" and bit by bit the story of his fright emerged. A baby-sitter had told him about the sandman, who sprinkles sand in children's eyes to put them to sleep. But a six-year-old playmate had told him that if you ever get sand in your eye you'll lose your eye. So Billy did not want the sandman to come—ever.

Billy's relieved parents sat down with him again. They explained that the sandman was a story, a not-really-true story. They explained—in language Billy could understand—that his six-year-old pal had misled him rather drastically. Billy listened and was comforted, but in another night or two he wanted to have it explained all over again. And again. And again. At last he stopped dreading the sandman and went readily, most nights, to sleep.

Who's afraid?

The parent whose child is burdened by unnecessary or excessive fears might well examine his own. It is possible to communicate anxiety without saying a word, so that the child adopts the fears of the adult. An apprehensive expression on Mother's face during a thunderstorm conveys a great deal. A too-tight grip on a child's hand in a high place says to the child, "This grownup is frightened of something."

Another way of transmitting adult anxiety is through constant warnings of physical or other kinds of danger. The child whose ears are filled with "Look out!" and "Don't touch!" is likely to get a pretty scary impression of the world. Of course some caution is in order, and sometimes a good loud yell is necessary. Often, however, the warnings are more effective when they are positively expressed. "Stay on the sidewalk" can replace "Don't go into the street." "Hold on, there" is less likely to frighten a child than a shrill "Don't fall off!"

If a parent has an open and confident attitude toward the world, the child is likely to acquire the same assurance. Such an attitude will help him through frightening and painful experiences that might be shattering to a less confident youngster. Take the little three-year-old girl who was thoroughly accustomed to dogs but was knocked down and viciously attacked by a strange dog when she raised her hand to throw a ball to him. She was shocked and frightened, of course, yet because this was one unpleasant episode in a long and pleasant association with dogs, it had no permanent effect upon her.

In the same way children with a positive attitude can be prepared for difficult experiences, such as a tonsillectomy or a series of visits to the dentist. Reassurance and support cannot, and should not, elimi-

nate all distress and fright. But they can lessen the impact of a threatening event and thus reduce unhappy after-effects like bad dreams or apparently groundless anxieties.

Child alone

One fear is so common to young children that it deserves special mention—loss of, or separation from, mother or father or both. Because this fear begins very early it is important that parents make sure the little child knows his baby-sitter. Otherwise he will be frightened when he wakes up to find a strange person with him. Parents should also make careful arrangements during the first days of nursery school, so that there will be no feeling of sharp and sudden separation. And never under any circumstances should they threaten to abandon their child. As we all know, in England during World War II the children evacuated from London often suffered more anxiety than did the children who stayed with their parents during the bombings. Certainly this is convincing evidence of the importance of a steady and steady relationship between parent and child.

A child's seemingly baseless fears sometimes have the deepest roots. Patience and gentleness are needed while his parents probe underlying reasons in his inner world of feeling and fantasy. Sometimes they may have to look to themselves. An evaluation of family expectations may be in order. Do they reveal impossibly high standards of cleanliness, quietness, general swift obedience? Behind these high expectations a child may sense an unspoken threat—that unless he lives up to them, he will lose his parents' love.

If many fears persist, the child grows anxious, timid, perhaps withdrawn. Or he may develop genuine phobias and become hysterical when he feels he is threatened by the dreaded objects. In such cases there may be need for an even more thorough examination of the child's situation than parents can make, need perhaps for expert counsel on how to improve their ways of guiding the child. The wisest course is to enlist professional help—that of a guidance worker or psychotherapist.

For the most part, however, a child loses his fears as he grows. The casting out of fear takes place gradually as a child's base of experience widens and he is able to distinguish among the possible, the probable, and the magical. When his dependence on adults is replaced by a growing trust in his own capacities, his fears lessen. He learns to cope in an intelligent and reasonable way with his world.

Irma S. Black, publications chairman of the Bank Street College of Education, has written widely on the needs and problems of children. The co-author of this article, Joan W. Blos, is publications associate of the College.

"WHAT SHALL IT PROFIT A MAN, if he shall gain the whole world, and lose his own soul?" Never has the Master's question had more cogency than in today's confused, materialistic society. And never has it been clearer that moral, spiritual, and emotional health depends on strengthening the family, with its unique responsibilities for transmitting sound values and fostering satisfying human relationships.

To create greater awareness of the Master's admonition and to "strengthen the home, source of our nation's greatness," the National Congress of Parents and Teachers and the American Social Health Association have engaged in a joint venture, the Rocky Mountain Project in Family Life Education. This article tells the unfinished story of their cooperative effort, which began two years ago.

EDGAR C. CUMINGS AND CALVIN H. REED

THE ROCKY MOUNTAIN PROJECT

ACCENT ON FAMILY LIFE

Among the eight general recommendations of the 1960 White House Conference on Children and Youth concerning family life education, the following is the most specific:

"That family life courses, including preparation for marriage and parenthood, be instituted as an integral and major part of public education from elementary school through high school; and that this formal education emphasize the primary importance of family life and particularly the child-rearing role of the mother."

Another recommendation urges:

"That it be recognized that in our complex society no family can be entirely responsible for its own destiny, and that marriage is a joint career requiring preparation to achieve success."

Although the Rocky Mountain Project was established before the White House Conference took place, the project is widely recognized as an important means of carrying out these and other recommendations of the Conference.

It is not surprising that the N.C.P.T. and the A.S.H.A. in 1959 started discussions regarding a joint

project in family life education, for both organizations have long had a deep concern for strengthening the family. The National Congress since its founding in 1897 has given major attention to promoting parent and family life education. The American Social Health Association since it was organized in 1914 has focused chiefly on the welfare of the family and since 1953 has carried on family life education projects in twenty-three states.

The Rocky Mountain Project operates at all levels from the regional to the local in each of the four participating states—Arizona, Nevada, New Mexico, and Utah. Its structure was designed to ensure the maximum degree of P.T.A. participation. Over-all leadership and financial aid have come from both national organizations.

At the first meeting of the regional advisory committee the project's general purposes were set forth:

To make programs of family life education in schools and communities stronger and better coordinated and, where such programs do not exist, to create them.

To establish experimental projects that will not

The Rocky Mountain Project Advisory Committee. Dr. Reed, project coordinator, is fifth from the right in the second row. Dr. Cumings is fourth from the right. Among the other members of the committee are state P.T.A. leaders, representatives of the American Social Health Association, members of state education departments, and university professors.



© Rocky Mountain Project

only make a creative contribution to family life education but also have a carry-over value for other localities of the country.

The specific objectives established for the project are these:

- To increase the amount and improve the quality of family life education.
- To experiment with new approaches to family life education.
- To increase the number of trained leaders in this field.
- To improve public attitudes about family life education and family problems.
- To bring about better integration and coordination, of community resources.
- To improve communication and understanding between and among family members.
- To disseminate and interpret pertinent information in this field.

To what extent have these objectives been accomplished within the relatively brief space of two years? The answer to this question is not one but multiple. For early in the planning stage the decision was made that each participating state promote the kinds of pilot projects that seemed best adapted to its needs and resources. At the same time each state was to strive for specific objectives differing somewhat from those of other states. Here are some of the ways in which this decision was carried out.

Leverage through television

The Arizona group decided to emphasize the use of mass media, such as radio and television, to stimulate public interest in family life education. It planned also to develop several community-wide projects in localities where few resources existed for families. The results thus far have been encouraging, especially in view of some early despair over the magnitude of the task.

In Tucson during the last four months of 1960 the project sponsored a series of thrice-daily radio and TV spot announcements, featuring various aspects of family living and asking the public to communicate with

the station for further information concerning literature, resources, and the like. This series led to plans for another, which will be shown over two and possibly three of the TV stations in Tucson. Photographic slides, accompanied by commentary, will portray families and the community in many family activities.

Arrangements were completed also for a weekly TV series on family living that began this autumn over KUAT-TV, the educational television station of the University of Arizona. Local study groups were organized to view and discuss this televised course.

One of the most exciting developments is taking place in Prescott, Arizona, a city of some fifteen thousand people, which has had few family facilities of any consequence. Under the gifted leadership of the director of pupil personnel for the Prescott schools and with the help of his dedicated committee, an "Operation Bootstrap" is under way.

The Prescott project is one of community organization for greater attention to local problems, but the school system has also been heavily involved from the outset. Following a kick-off meeting in August 1960, attended by some nine hundred citizens, many activities have been inaugurated. These were climaxed last spring by a four-day community institute in family living, attended by a total of 1,139 persons, including 520 young people from the schools. The program, featuring prominent speakers and counselors, covered virtually all aspects of family living and family problems. Special sessions were held for ministers so that they could fulfill some of the community's counseling needs, and about thirty hours of personal counseling were given during the four days. To guarantee continuing activity in Prescott, plans were made to follow up some of the results of the institute.

Other activities in this outstanding venture include the reestablishment of a chapter of Alcoholics Anonymous, the development of a library of family life education books and pamphlets, several evening courses in family living, and guidance to individual families needing help.

One of the most intriguing features of the Prescott project, which is now on a continuing basis, is the

stimulus it has given to neighboring communities. Thus in the Verde Valley, some sixty miles away, many similar activities are going on under the sponsorship of the Rocky Mountain Project and the Verde Valley Mental Health Association. Other towns, such as Flagstaff and Thatcher, have also picked up parts of the Prescott program.

A new parent education handbook for P.T.A.'s and other groups, *Parents Are the Key*, has been published with project support, and a resource guide in family life education was completed this fall.

Nevada has a somewhat different focus. Here the major effort has been to stimulate family life educa-

centrates on a single school and attempts to evaluate the results of this type of program.

The project's program in New Mexico began with a workshop held during the summer of 1960. People were brought to this workshop from eight communities, to be trained by regional and national experts in the techniques of conducting discussion groups. Thus far discussion-group projects are in progress in Clovis, Las Cruces, Roswell, Gallup, and Santa Fe, with the possibility that more communities will be added as time goes on.

The discussion groups, steadily increasing in number, have differing aims. For example, the groups in



© Manning Photo

These second-graders at Greenbrae School, Sparks, Nevada, are painting the stores and houses of a town they have designed and built as part of a pilot school-community project in family life education. As they build their town they learn what services and resources a community offers its citizens.

tion and strengthen P.T.A.'s through a series of one- and two-day institutes, which are a kind of cultural "road show." Instead of bringing people to a central place, the institutes have been taken to various communities. Thus far there have been seven institutes, all using professional resource people in Nevada and from other states in the project. Whether or not family life education programs result from the institutes, they serve the useful purpose of bringing information about family living to communities that have had little stimulation to think about their own problems and do something about them. These institutes represent small-scale versions of the Prescott project.

In addition, project work in Nevada has led to the establishment of a Nevada Council on Family Relations, several leadership training workshops, and a greater emphasis on family life education by the state congress and its P.T.A.'s.

Ventures with various goals

The venture of greatest interest in Nevada is the pilot project now under way at the Greenbrae Elementary School in Sparks. Here the teachers and school administration, as well as the pupils and their parents, are being helped to develop ways of improving the emotional climate in the school and of increasing interest in family life education. The full story of the Greenbrae project will not be told for several years, but it is notable as an experiment that con-

Gallup are working toward better methods of integrating the large Navaho Indian population into the community and toward creating a better community climate for the entire population. This most difficult task requires the services of people who know the particular problems of the Indians and in whom the Indians have confidence.

In order to develop an even higher quality of leadership in the five communities now conducting programs, short training workshops were held last summer in each community. Some of the people who attended the one in Las Cruces attended this year's workshops, too, along with newcomers who had become interested in leading discussion groups. The hope is that some thoroughgoing, community-wide pilot projects will develop from the work of the various groups.

Other New Mexico activities include compiling and publishing the results of a questionnaire on family life education that was circulated among the schools and colleges of the state; producing a state resource guide; developing courses in family life education in several schools. The state congress and the P.T.A.'s of New Mexico are urging greater emphasis on family life education. Plans are also being made to utilize the facilities of TV.

Utah has done a great deal, primarily because the Church of Jesus Christ of Latter-day Saints has a strong interest in family life education. The Utah

project committee reached an early decision on plans. One serious problem, members felt, was poor communication between young people and adults—obviously a block to mutual understanding. They therefore established six pilot groups to work on the problem, three rural and three urban. Two of the groups represent neighborhood constituencies, two involve the parents of first-grade pupils, and the other two are made up of parents and youth.

Before the groups were established, however, leaders were recruited and brought together at project expense for two weeks of intensive training at a workshop conducted in cooperation with Utah State University. The first series of discussion projects began in September 1960 and ran until the end of the year. A paid consultant has helped immeasurably to insure the success of Utah's pilot operations.

The pilot projects have been carefully evaluated and a report has been prepared, too lengthy to summarize here. One noteworthy finding, however, was that after the first timid efforts to establish rapport, all the groups were able to discuss crucial problems with ease and mutual confidence. The chief focus of parents' anxiety was, not surprisingly, on the stormy period of adolescence.

There have been some interesting outgrowths of the discussion groups. Several courses in family life education have been developed; requests for similar pilot projects have come from other communities; and excellent general guidelines have been established for this type of work. The Utah discussion groups have been thoroughgoing and conscientious, and have carefully evaluated their efforts.

The committee held another leadership training workshop at Utah State University last summer to train additional personnel, who are now undertaking similar projects in eight other communities of the state.

Searchlights and compass points

It has been impossible to do more than touch on the peaks of the Rocky Mountain Project here. Much more is being accomplished and will continue to be accomplished in the future, regardless of how long the project may be carried on formally.

What has been learned thus far that might be helpful to others? Our experience cannot be reduced to formulas. The lessons we learned center on ideas that can prove as workable in other localities as they have been in the pilot states. Here are the points that stand out in sharpest clarity:

- Family life education is not the same as adult education or parent education. To be sure, it includes education for parents and other adults, but it also includes education for children and adolescents.
- There is a vast difference between the need for family life education and awareness of that need. Without awareness nothing happens. The project has

helped, first, to create consciousness of need and, second, to aid those who have been thus stimulated. Its component parts have given many P.T.A.'s something to "latch onto." For groups seeking interesting and important projects, the work in family life education has proved to be a meaningful and satisfying activity.

- It is of great significance that most of the work has been accomplished by volunteers. Although the project staff has urged and stimulated them to action, the techniques developed by the sponsoring organizations can be employed by other groups anywhere. Financial support is not the key.

- To be meaningful, family life education programs must be specific and clearly focused, their goals well defined. By accomplishing a number of different but specific tasks, the project has demonstrated that family life education encompasses a variety of feasible goals.

- Family life education, which overlaps yet differs from adult and parent education, can easily get lost in confusion over its scope and content unless professional help is obtained for guidance and leadership.

- To be wholly successful family life education in the schools requires stronger community interest and participation. The school cannot do the entire job any more than the home can. The community must help, and the schools should welcome, not fear, this help.
- Most social advances come about through the unique contributions of a few pilot communities. It is through a "spilling over" process that nation-wide progress comes about. The demonstrations and examples developed within the Rocky Mountain Project can stimulate other states and communities.

- Finally, all of us who have worked on this project have become more and more sensitive to the critical need for follow-up and more follow-up. It does no good to hold a meeting, a workshop, or an institute unless plans are made in advance for future steps and future activity. Too often we have been content to rest on our oars after an initial push. But without planning for future activity, a project is not likely to do more than circle the shoals of aimless activity.

The Rocky Mountain Project will continue in some guise or other for many years to come. Those of us who have been stimulated by our contact with it are hopeful that fires kindled in four western states will send sparks across the land.

Both Edgar C. Cumings and Calvin H. Reed have been closely associated with the Rocky Mountain Project from its beginnings. Dr. Cumings, director of education of the American Social Health Association, serves on the advisory committee. Dr. Reed, professor of education at the University of Nevada, is coordinator of the project.

Simple Joys for the Young Molloys*

DEPARTMENT-STORE PARADES and the price of today's toys are two untidy things about Yuletide that would justify a Scroogian stand toward it, at least over its commercial aspects. It's bad enough that some tin-and-plastic items range up to forty and fifty dollars, but parents are subjected to TV commercials whose animation presents an exaggerated picture of the toy's value. "Buy one," thunders the autumn spieler, "and be the biggest hero in your neighborhood!"

With the average family income in this country pegged at \$6,520 today, there must be an uncommon amount of frustration on the part of parents between mid-October and Christmas Eve, and disappointments among children on Christmas morning.

The televised display of these playthings is absurd. I have seen a toy rocket introduced on TV with a misleading film clip of an actual launching of a missile. The toy then was shown in a scale-built setting, its allure muscled with tingling martial music and sound effects, and the slick patter of an eloquent pitchman. Few children could escape being conned by such a combination. . . .

Compounding the idiocy is the commercial that directs the child to tell his parents that this is what he expects Santa Claus to bring him for Christmas. I remember that, one morning when he was about eight, Paul turned up his nose at the breakfast cereal. Some announcer on a children's show, it seemed, had suggested he tell us to change to another brand.

Not that we need them all, but there are three reasons why we don't indulge our children with thirty-dollar toys (that goes for the ten-dollar shoddies too). In the first place, we can't afford them. In the second place, even if we could afford them, we just don't have room for an accumulation of bulky toys. And, finally, even if we had both money and space to spare, the growing-up years with our lineage have shown us that most of these gewgaws aren't worth the cost.

We've been lucky. Our children seem to have derived more lasting pleasure from the simple things; and I think that if modern parents who feel they can't avoid buying expensive gadgets for their children would think back on their own childhoods, they'd find that the little things are what they remember.

It might have been the first eraser, with a white side for pencil and a gray side for ink, that was kept in the pocket after class and on week ends lest it be lost. Or the first pair of gloves after years of hand-down mittens. Or a mouth organ. Or a bracelet with the first name on it in ivory (it certainly looked like ivory). Or the first visit to the barbershop that signaled the end to kitchen haircuts.

For my part, I still remember the day my mother took me to the store for the black and white oxfords that were the mark of a man. I remember my brother Bernard coming home with a gramophone, and the weeks of waiting before he'd let me put a record on myself (so vivid is the memory of that thrill, I remember it was a tinny Gene Austin recording of "Ramona"). I remember my first all-my-own hockey stick, a gift from my other brother, Bill (they were ten cents in those days).

And I remember my father returning from his many trips, always with a huge brown bag full of peanuts (five cents' worth), which he would quietly spill on the floor while we fell to our knees, laughing and pushing and filling our pockets until the last one was claimed and we dumped them on the table for equal sharing.

I don't know if this is a common thing with others, but in our family the toy that takes the honors for enjoyment and long use with all the children is the simple, inexpensive box of crayons. Over the long pull and with no exception amid our eight, crayons have provided the strongest fascination between the

ages of two and twelve. Since we get a genuine charge out of the children's crayoning, we have a more or less permanent exhibit at our house.

It all started somewhere in the very dim past when Paul—he was about five at the time—turned in a sketch to mark Thanksgiving. It was a pastoral scene in brilliant yellows and browns with the sun (or moon) going down (or coming up) over a cornfield (or lake). It was a passable effort despite the quaint appearance of three turkeys in the foreground, each with four legs.

"Well done," I said. "When I get time I'll hang it up." An hour later he had hammered it into the wall with a two-inch nail. I quickly introduced him to the wonders of Scotch tape, and from then on I think we always had a masterpiece or two on some closet door.

The crayons really get a workout on national and religious holidays. Production at Halloween is always good for sundry versions of egg-shaped pumpkins, and for Columbus Day we always get impressionistic stuff that would be appropriate for Halloween (by the time some of them get through with the beard and costumes, poor old Christopher comes off looking like a two-legged Long John Silver). . . .

But Christmas is when fancies really reach orbit—Santa Claus peering over the top of the manger; shepherds tending their reindeer (that one with the red nose makes the whole flock look silly); the Wise Men pulling up to the stable in a jingle-belled sleigh; Joseph holding up a candy cane; and so on. The warm touch here is that these creations are first delivered to us as Christmas cards, with appropriate greetings; then they're taped to places of honor on the closet doors.

*From AND THEN THERE WERE EIGHT by Paul Molloy. Copyright © 1961, by Paul Molloy. Reprinted by permission of Doubleday & Company, Inc.

ALCOHOL EDUCATION

and a

SOCIAL HANGOVER

RALPH W. DANIEL

Executive Director, Michigan State Board of Alcoholism

WHEN A WHOLE NATION changes its mind, it takes a long, long time to adjust to the new thinking. The old ideas keep cropping up as a hangover of conflicting opinions, attitudes, and emotions. In 1933 the United States repealed Prohibition. In 1961 we have not yet fully adjusted to our change of mind.

Repeal dealt a real blow to those of us who had been taught that drinking was wrong. It was like sabotaging the faith of our fathers. Add to this confusing change a mysterious liquid that alters the way our brains work, and you have all the ingredients for a king-sized hangover.

The hangover was made more severe by new discoveries about the results of drinking. Shortly after repeal, scientists began to make serious studies of the effects of alcohol. It was discovered that for an estimated 4 per cent of our population alcohol is a habit-forming drug that sabotages the total personality. We now know that, in some cases, intoxication is truly a symptom of an illness.

Most states have officially and legally recognized alcoholism as an illness. But beside the new laws stand old ones that provide punishment for drunkenness. Thus it is illegal to show symptoms of an illness!

We have let feelings and emotions about drinking crowd out logical, calm, objective consideration about alcohol education. We continue, for example, to accept the myth that holding one's liquor is a sign of manliness while trying to accept the concept that alcoholics are sick people. We laugh and joke about how drunk someone got last Saturday night; yet we cry if the drunkenness led to an accident that took a life. People who laugh and cry about the same thing are confused people.

Another sign of our confusion is that many social drinkers do not feel

comfortable about drinking. I suspect that any person who urges alcohol on someone who wants to abstain is uneasy about his own drinking. It is a sign of discomfort, too, when a person urges "just one more" on someone who believes he has had enough.

When children are taught at school, as sometimes happens, that all drinking is wrong, there are seldom any complaints from parents who approve of and practice social drinking. This would not be the case in other areas of conduct if the schools should teach things directly opposed to our beliefs.

We have, by law, assigned to our schools the responsibility of teaching about alcohol. But we have left unsolved the teacher's question, "When adults hold widely varied and often confused beliefs and ideas about alcohol, what should the schools teach?" A person with several bosses who do not agree is in an impossible position.

Some teachers try to shield our youngsters from the fact that we can't agree about alcohol; they avoid the issue. Others, who have strong convictions about the "evils of drink," teach their biased views as though they were absolute truth. Still others evade their responsibilities by bringing in outsiders from temperance groups or alcoholism groups and letting them present their views. A few—pitifully few—teachers are doing a good job of alcohol education.

Their task is made more difficult by the many textbooks that contain inaccurate and incomplete information. The teachers are handicapped, too, by the fact that most of our colleges and universities are failing to produce teachers who can comfortably teach about alcohol.

All this doesn't mean that our children are not getting alcohol education. Liquor advertisements, motion pictures, and television are educating them about alcohol. Parents

are teaching them about alcohol through what they do and think about it.

The trouble is that these alcohol educators don't agree. And since the schools have failed to provide a place where youth can examine facts and opinions, our youth have set up their own laboratories for alcohol education—laboratories which have strange titles like "beer blasts," "gas-sers," and "meadow larks." These teen-age drinking parties are producing a generation of people well qualified to inherit our hangover of confusion about alcohol.

The schools provide the ideal place to start to end the muddle. I suggest three goals for alcohol education:

- First, schools should teach the facts about alcohol as they teach the facts about spelling or physics or social studies. The facts are not controversial. A whole body of knowledge, acceptable to both "wets" and "drys," is now available.

- Schools should teach that people have widely different opinions about the use of alcohol. A child should be told why some people drink and why others abstain. He should be told why there are laws prohibiting teen-age drinking. Some day he will make his own decision, and we should give him the tools that will enable him to make a decision that will be right for him. It should be a decision that he can be sure about, one that he can live with comfortably. Our children do not have to inherit our hangover of indecision.

- Schools should teach about the illness of alcoholism. The child should know that the danger of alcoholism must be accepted as one of the risks of drinking.

Parents and educators need to take a cold, sober look at alcohol and evaluate its place in our society.

THE CHILD BUYER. By *John Hersey*. New York: Bantam Books, 1961. Paperback. 229 pages. 60 cents.

Described on the title page as "A Novel in the Form of Hearings before the Standing Committee on Education, Welfare, and Public Morality of a certain State Senate, Investigating the Conspiracy of Mr. Wissey Jones, with others, To Purchase a Male Child" (a highly gifted one), this book is a satire on American education and values. It is fascinating, hilariously funny, and frightening.

CULTURE FOR THE MILLIONS? Edited by *Norman Jacobs*. New York: Van Nostrand, 1961. 200 pages. \$4.95.

A symposium on contemporary culture and the mass media. Contributors include representatives of the media, creative artists, social scientists, and philosophers.

DELINQUENCY AND OPPORTUNITY: A THEORY OF DELINQUENT GANGS. By *Richard A. Cloward* and *Lloyd E. Ohlin*. New York: Free Press, 1960. 220 pages. \$4.00.

Two professors of social work offer insights into the formation, value systems, behavior, and control of three types of delinquent gang.

EDUCATING GIFTED CHILDREN. By *Robert F. DeHaan* and *Robert J. Havighurst*. Chicago: University of Chicago Press, 1961. 362 pages. \$5.00.

This enlarged, revised edition of a 1957 book covers research findings, problems, and current programs in identifying, motivating, guiding, and teaching the talented.

THE NATION'S SAFETY AND ARMS CONTROL. By *Arthur T. Hadley*. New York: Viking. 160 pages. \$3.00.

A sobering picture of America's position in the Kilo-megaton Age and an informed, vigorous presentation of a public issue of crucial importance to all Americans.

PARENTS WITHOUT PARTNERS. By *Jim Egleson* and *Janet Frank Egleson*. New York: Dutton, 1961. 249 pages. \$4.50.

Information and counsel to help divorced, separated, and widowed parents understand and solve their problems as "single" parents.

THE SCHOOLS. By *Martin Mayer*. New York: Harper, 1961. 446 pages. \$4.95.

An experienced journalist records his firsthand observations of classroom practices in the United States and Europe and offers his own interesting views on issues and problems in American education.

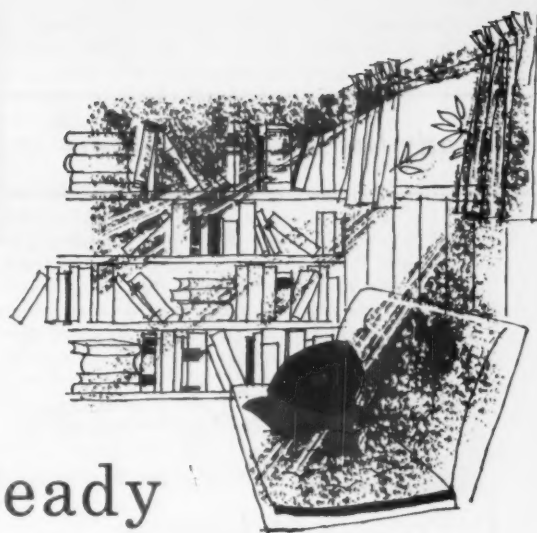
THE SMALL COLLEGE MEETS THE CHALLENGE. By *Alfred T. Hill*. New York: McGraw-Hill, 1960. 215 pages. \$4.95.

An account of the formation and purposes of the Council for the Advancement of Small Colleges, plus a descriptive directory of its sixty-five member colleges.

TELEVISION IN THE LIVES OF OUR CHILDREN. By *Wilbur Schramm*, *Jack Lyle*, and *Edwin B. Parker*. Palo Alto, California: Stanford University Press, 1961. 324 pages. \$6.00.

This highly readable report of a three-year study of American children's use of television substantially advances our knowledge of children and their interaction with television and other mass media.

THE FAMILY IS MAN. Special fiftieth anniversary issue of *Family Service Highlights*, September-November 1961. Family Service Association, 44 East Twenty-third Street, New York 10, New York. 44 pages. 45 cents.



Ready for Reading

A cogent argument for the support and expansion of professional family counseling services to deal with the increasingly urgent problem of family breakdown, which is linked as cause or consequence to such other problems as illegitimacy, delinquency, divorce, and mental illness.

YOUTH PHYSICAL FITNESS. By the *President's Council on Youth Fitness*. Superintendent of Documents, U.S. Government Printing Office, Washington 25, D. C. 111 pages. 40 cents.

Part I deals with concepts and general recommendations for school programs. Screening tests, record forms, and detailed, illustrated instructions on physical fitness exercises make up Part II. There is also a list of sources of additional information.

CONFERENCE TIME FOR TEACHERS AND PARENTS. By the *National School Public Relations Association* and the *Department of Classroom Teachers*. National Education Association, 1201 Sixteenth Street, N.W., Washington 6, D. C. 35 pages. 50 cents. Quantity rates.

Practical information for teachers on the why, what, how, when, and where of holding group and individual conferences with parents. Although the pamphlet is designed for teachers, parents will enjoy its expert coaching of their co-actors in the parent-teacher drama.

FAMILY LIFE PLAYS. By *Nora Stirling*. New York: Association Press, 1961. 318 pages. \$6.50.

This collection of twelve of Nora Stirling's insightful plays on family life and its problems will be welcomed by program planners and parent education leaders, as well as individuals. It includes the popular "Temperate Zone" trio, dealing with discipline; "The Case of the Missing Handshake," about manners; "The Ins and Outs," concerned with high school social groups; and "The Room Upstairs," a poignant story of three generations in one home.

The Eventful Drama

OF GROWING UP



I. Preschool Course

DIRECTED BY RUTH STRANG

"Casting Out Fear" (page 24)

Points for Study and Discussion

1. Why is it that parents do not—and should not—"seek to cast out all the fears of children"? What fears are useful, and why? What fears are likely to inhibit or even cripple a child's emotional growth? Cite examples.
2. The psychologist A. T. Jersild found that most normal youngsters at one time or another are frightened by darkness, strange places, the supernatural, and such mysteries as death. How are parents to know whether a preschool child will outgrow these fears by himself or whether he needs special help in overcoming them?
3. Give illustrations of each step in the guidance process by which certain fears of children are modified into "a healthy respect for danger." How can we help children become independent and self-confident yet still protect them from danger? For example, how do you teach children to be cautious when playing on playground swings or jungle gyms without making them afraid? List and discuss several principles of safety education for children, using the National Congress pamphlet *Signals for Safety* as a basic reference.
4. At the beginning of the article we are introduced to two little boys whose parents have taken them to the beach for the first time. What methods of overcoming fear did the parents use, and why did only one method succeed? How would you apply the successful method to the following situations that often frighten a little child when he encounters them for the first time?
 - He and his family are caught in a sudden thunderstorm while walking in the woods.
 - He is taken up a department store escalator.
 - He has to have a tooth filled at the dentist's.
 - He visits a farm and sees "live" cows and horses.
 - He sees Daddy off on a jet plane at the airport.
 - One night all the lights in the house go off.
5. How should we go about discovering the cause of a youngster's unreasoning and even apparently absurd fears—like Billy's terror of the sandman? Are such fears really unreasoning?
6. Why should parents take a good look at—and into—themselves if they find it difficult to help a frightened child? Mention four or five specific adult attitudes that

might tend to reinforce a child's fears. Then match each one of these with a more wholesome, constructive attitude that would tend to allay his fears. Discuss the influence of an adult's language and tone of voice on a child's acceptance of new experiences or his withdrawal from them.

7. Why is the fear of being rejected or abandoned by parents so common among even very young children? What can parents do to prepare a two-year-old child for a new baby-sitter? How does a good nursery school keep youngsters from feeling the pangs of separation from their mothers?

8. Can we, or should we, try to protect children from all the talk about the possibility of atomic warfare and the pros and cons of building bomb shelters? What effect do you think such adult fears have upon young children? How can we help assure them a happy childhood in spite of the tensions of our times? Consider the question of whether a young person who remembers the comparative security of pre-atomic days is more, or less, affected by the "big fear" than children who have never known a world without fission. [Editor's note: We would like to publish your views in "Opinions by Post."]]

Program Suggestions

- Invite an experienced nursery school teacher to join the group in a discussion of how home and nursery school can cooperate in helping an unusually timid child develop self-confidence.
- The article is full of material for five-minute impromptu skits illustrating effective and ineffective methods of helping a fearful child to gain confidence. One series of skits could show how a mother instills habits of safety in her child while permitting him more and more freedom to explore his world. After the skits have been presented and discussed, reenact some of them, making changes agreed upon by the group.
- Show and discuss the excellent half-hour mental health film *Fears of Children*.

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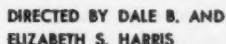
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Strang, Ruth. *An Introduction to Child Study*. Fourth edition. New York: Macmillan, 1959. See especially pages 67-68, 104-5, 166-67, 196-97.

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- Science Research Associates, 259 Erie Street, Chicago 10, Illinois. 60 cents.
Ridenour, Nina. *Building Self-confidence in Children*.
Ross, Helen. *Fears of Children*.

Articles in *The PTA Magazine*:

- "Becoming Sensitive to Children's Fears." February 1957, pages 22-24.
Hollister, William G., M.D. "Antidotes for Anxiety." December 1957, pages 7-10.
Plank, Emma N. "Social Security for Preschoolers." December 1959, pages 10-12.



"Time To Control Their Tongues" (page 14)

1. Mrs. Marston hints that "perhaps under the influence of progressive education, with its emphasis upon the importance of children's spontaneity and feelings, the encouragement of self-expression has gone too far." What other psychological or educational reasons lay behind the let-them-express-themselves point of view so prevalent in the recent past? Why are we questioning the overly liberal interpretation of freedom for children at the present time? What elements in the permissive point of view should be retained, even though there may be "need to return to some simple, effective discipline"?

3. Child development specialists define *socialization* as the process whereby children are taught ways of behavior acceptable to the society in which they live. Much of the training of the preschool child has to do with basic habits and routines. What are the goals of socialization for a child of six to ten or eleven years? What are some of the natural drives and inclinations to which Mrs. Marston refers? How natural, how inevitable are they?

5. The way we phrase a request, says the author, may have much to do with whether or not a child complies readily. How would you make the following requests so as to increase the likelihood of a child's complying?

6. In giving children guidance toward the control of their language and expressions, how important is it for parents themselves to have an adequate vocabulary? What contribution does their own maturity make? Does it help to learn about the skills expected of children—school skills, care of their clothing and possessions, habits and attitudes of dependability?

Program Suggestions

• An interesting program can be built around the two contrasting points of view on discipline. Put this program in the hands of two people, each of whom will present one point of view in no more than ten or fifteen minutes. One of these persons should read and argue the case presented by Dorothy Baruch in *New Ways in Discipline*; the other, that of Marguerite and Willard Beecher in *Parents on the Run*. (See "References.") If the latter book is not available, try to get Hilde Bruch's *Don't Be Afraid of Your Child*, which is less extreme than the Beecher book. Although these works are several years old, they portray contrasting positions on permissiveness, a topic of continuing interest.

- Arrange a panel of teachers, one from each of several elementary grades, to consider the question "Do we Americans let our children exercise their mouths too much?" Ask each panelist to discuss children's talkativeness in her (or his) grade, describing the characteristics of their language, and to explain how teachers work to develop children's communication and skill in language arts.

* If some member of your group has a background in psychology or speech education, perhaps that person could review briefly Roger Brown's *Words and Things*, or *Language and the Discovery of Reality* by Joseph Church. The first book gives an interesting approach to language as the basis of human communication; the second is useful to an understanding of the place of language in the child's intellectual development. Both deal with problems of great importance in the modern world. While these books read easily and interestingly, some technical background is required fully to grasp their points. Thus an informed reviewer can be very helpful to the study group.

* A lively exchange of ideas could be built around Chapter VIII of *Patterns of Child Rearing* (see "References"). This readable report of a survey of middle-class families discusses some common situations that provoke controversy between children and their parents.

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Pamphlets:

- Atkin, Edith Lesser. *Aggressiveness in Children*. Child Study Association of America, 9 East Eighty-ninth Street, New York 28, New York.
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- Rowland, Loyd W. "What Is He Trying to Tell Us?" April 1961, pages 24-26.



III. Course on Adolescence

DIRECTED BY EVELYN MILLIS DUVALL

"New Data on Dating" (page 4)

Points for Study and Discussion

1. Dr. Broderick finds that boys and girls of elementary school age now are interested in each other in ways that are more open and observable than they used to be. Gertrude Lewis' study of fourth-, fifth-, and sixth-graders across the country finds little of the separation of boys and girls that used to be expected during the late elementary and early junior high years. "As low as the fourth grade and continuing through the sixth, they frequently ask for activities such as folk dancing and table games *together*, and dating begins in some cases. A few children wear 'steady rings' . . . in grade 6."

Both the Broderick and the Lewis studies, as well as those made at the University of California comparing high school students today with those of twenty years ago (see the adolescent study course guide in the September 1960 *PTA Magazine*), find that boys and girls are maturing earlier nowadays, especially in social relations and interests.

2. When does dating begin in your community? What percentage of the junior high school boys and girls have begun to date? These are important questions, for there apparently are great differences among the social patterns that prevail in various schools and neighborhoods. Though some youngsters date as early as the fifth or sixth grades in some schools, national surveys indicate clearly that this is not the general practice.

When the Survey Research Center of the University of Michigan studied 1,925 adolescent girls in a nation-wide survey, they found that four out of five (81 per cent) of the girls under fourteen did not date. The Center's research in 1960 found that only 1 per cent of the eleven-to-thirteen-year-old boys surveyed said the thing they liked best about the clubs they belonged to was dancing or coed activities. The indications are, then, that although some pre-teens do date, the general picture of early dating need not be exaggerated to assume that this is the national pattern today.

3. One other warning. Dr. Broderick outlines a familiar sequence in dating and courtship: stage I—playing the field; stage II—narrowing the field; stage III—going steady with one person; stage IV—informal engagement; stage V—formal engagement; and stage VI—marriage.

This process, to be expected in the late teens and twenties, does not necessarily hold for younger children. From our observations it seems that there are two types of "going steady." One leads to an understanding and engagement, as Dr. Broderick describes. The other, among younger teens and older children, is of a quite different sort: casual, temporary (a few days or weeks is usual), and without great

emotional involvement—perhaps just a step beyond the "little sweethearts" of the kindergarten and first grade. So two pertinent questions on early dating are (a) What do these youngsters mean by "going steady"? and (b) How do they define a date (and how do we understand what they mean)?

Program Suggestions

- Use this meeting of your study group to survey the dating situation and the social life of teen-agers and pre-teen-agers in your school and neighborhood. Review what the parents as well as the youngsters say about the desirability of early dating, late hours, dancing classes and parties, adult supervision of youngsters' social events, and any other questions of local interest. On the basis of what you find to be of concern to adolescents and their parents in your community, consider developing a community code among the two generations—a mutually-agreed-upon set of "ground rules" for young people's dating and social life. See "Community Codes by Common Consent" in *The PTA Magazine* (*National Parent-Teacher*) for December 1954, as a guide in developing a code for your town.

- Send for copies of the pamphlet or the book by James S. Coleman (see "References") reporting his studies of social climates in high schools. Get enough copies to assign to various members of your group for serious study and review. Discuss these research investigations that reveal which teen-agers "rate," and with whom, in various communities. What do the studies have to say about why dating tends to be so important for some boys and a greater number of girls? Base your discussion on what the facts are and what their implications appear to be for you as concerned parents.

- Ask yourselves what you might do, as parents and teachers, to provide a series of social experiences graduated to meet the developmental needs and interests of young people in your community as they go through junior and senior high school. How many parents could you count on to supervise and work with children of different ages in planning social events that would appeal to a variety of interests? Call this core group together to discuss what might be done to improve your youngsters' social life in constructive ways.

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 Duvall, Evelyn Millis. *The Art of Dating*. New York: Association Press, 1958.
 Johnson, Eric W., *How To Live Through Junior High School*. Philadelphia: Lippincott, 1959.

Pamphlets:

- Coleman, James S. *Social Climates in High Schools*. U.S. Government Printing Office, Washington 25, D. C. 30 cents.
 Eckert, Ralph G. *So You Think It's Love!* Public Affairs Pamphlets, 22 East Thirty-eighth Street, New York 16, New York. 25 cents.
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- Bowman, Henry. "Boy Meets Girl—Then What?" November 1956, pages 12-14.
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 Richman, T. Lefoy. "Is There a Morals Revolt Among Youth?" November 1959, pages 16-18.

OPINIONS BY



Dear Editor:

I have read with a great deal of interest the article "Helping Your Child with His Homework" in the November *PTA Magazine*. It set me thinking, as a good article is supposed to do, and I couldn't resist the urge to share my thoughts with you and with other parents.

Is it really good to coddle children as much as is done these days in some homes and schools? Not that we should go back to the days of Lincoln (or McGuffey) and expect our children to study by firelight or to walk four miles to and from school each day. But important as just the right study light, the right chair, the right desk, and all the rest undoubtedly are, haven't we been placing too much emphasis on these things? I'm sure much learning still takes place in kitchen or dining room or just any place that is relatively free of such distractions as TV. Cushioned learning has never made it any easier to master the three R's, and all the proper lighting in the world can't illuminate a difficult concept that requires painstaking drill and discipline.

And so it is with homework. Maybe if we cut down on the extracurricular (or, right now, co-curricular) activities expected of children, they'd have more time and energy and zest for homework. And this goes for teachers too. Too often the hard-pressed instructors hand out homework simply because they think this hangover from earlier educational philosophies is a fairly beneficial one; or because they just can't cram enough teaching into the shortened and oft-interrupted school day.

From my own experience (it includes a stint of teaching as well as the housework-homework combination), I'd say the situation calls for less homework and more time to explain to the children what they are expected to do with the homework lessons. And so long as I'm handing out this unsolicited advice, I'd like to tell teachers that too often homework strikes me as being mere busy work. Like as not, it's Mom and Dad who do most of the assignment.

Do I seem irritable? If so, it's because I stayed up too late last night checking Junior's homework. After all, I *am* interested in his schooling, and I do want to see him well prepared for admission to college. Unless he and I make the grade in high school, he won't even be able to get into one of the smaller colleges that were the subject of an article in this magazine last year.

I wonder how some of my fellow parent-sufferers feel about this? How well are *they* bearing up under Junior's homework?

MRS. GEORGE RAGEN

Detroit, Michigan

Dear Editor:

I enjoy most of the articles in *The PTA Magazine*, but I feel compelled to write you about one in the October issue—"Food Facts and Fallacies." The whole tone of the piece is that our American diet is wonderful, couldn't be better. It labels everyone who disagrees with this thinking as a quack or a faddist.

There are many dedicated men of science who do not

agree with the above. They are men who have M.D.'s, Ph.D.'s, D.D.S.'s—not, as the article states, persons "excessively concerned with health and inadequately informed about dietary facts and principles."

It would be only fair to allow a spokesman for those who think the American diet is bad and getting worse to be heard from.

MRS. CLEON A. HARTLEY

Pascagoula, Mississippi

Dear Editor:

Every year, as a clinical psychologist, I am usually asked to speak before several P.T.A.'s, and recently I had the pleasure of taking part in a program that, to me, represented P.T.A. at its very best.

The program was planned with the cooperation of the elementary school superintendent. All who attended this local unit meeting were divided into seven separate discussion groups. Each was assigned a particular topic, distilled from study programs in *The PTA Magazine*. Each was headed by a P.T.A. leader, who had drawn up a list of ten stimulating questions pertaining to that topic.

Here's a list of the various topics: how to teach your child about work; democracy begins in the home; sex education; the shy child; a child's sense of responsibility; the modern mother's dilemma; and comics, TV, movies—what do they offer children?

As for the questions, I can't review them all, but here are a few that I considered very thought provoking:

Do comics create fears? Does TV interfere with homework? Is the modern mother too busy with clubs, meetings, and shopping? How can we further a sense of responsibility in adolescents? Do aggressive, authoritative parents usually rear timid, shy offspring? How can a sympathetic, understanding teacher help a shy youngster? Is it wise to discipline a child by holding back his allowance? Should a youngster be paid for extra duties around the house? To what extent do we allow a child to make significant decisions?

From a professional standpoint I think these questions and issues are very basic. And I feel that the members of this P.T.A., in their own warm and understanding way, have reached to the very core of problems that are being discussed in high professional circles. They have arrived there quickly and nontechnically, and I'm positive much good can come from this type of program.

RUSSELL H. LEVY, Ph.D.

Skokie, Illinois

Motion Picture

PREVIEWS

ELJA BUCKLIN

Preview Editor, Entertainment Films

FAMILY

Suitable for young children if accompanied by adults

The Boy Who Caught a Crook—United Artists. Direction, Edward L. Cahn. This syrupy little item presents a lovable little boy, a lovable little dog, and for good measure a lovable old tramp and a distinctly villainous hoodlum. Put them all together, add a mother, and how can you miss? It's easy. By overexploiting the buddy-buddy relationship between the small boy and the hobo. Their adventure starts when they find a briefcase containing \$100,000, tossed away by a bandit escaping the police. Everyone naturally believes the tramp stole the money, and the child spends most of the picture defending him. Roger Mobley is a pleasant little boy, and his dog is very appealing. Leading players: Roger Mobley, Don Beddoe.

Family	12-15	8-12
Routine	Routine	Possibly a little frightening at the end

The Man from New Orleans—Warner Brothers. Although the color and commentary of this short film are not topnotch, the subject matter is fascinating. Luis Osorno Barona, a teacher of architecture at Tulane University, welcomed an invitation to give a series of lectures at a university in Mexico. He fell in love with the country and decided to stay there. At Taxco, noting the deserted silver mines and the poverty of the people, he decided to revive the ancient silver crafts now almost forgotten. The results of his efforts are famous today. He also awakened the government to the need for preserving the beautiful Spanish colonial architecture of the little town.

Family	12-15	8-12
Interesting	Interesting	Interesting



Puck, Snug (as Lion), Bottom, Flute, Quince, and Starveling in *A Midsummer Night's Dream*

A Midsummer Night's Dream—Showcorporation. Created by Jiri Trnka; narrated by Richard Burton and the Old Vic Company. Those who saw the enchanting puppet actors in *The Emperor and the Nightingale* are familiar with Mr. Trnka's artistry and his subtlety in characterization and storytelling. He has made Shakespeare's play into an exquisite, shimmering fantasy—wistful rather than robust, haunting rather than earthily humorous. The little figures are highly imaginative, each charming, each sharply different. The text is beautifully read by Mr. Burton and the other actors. Children and young people will enjoy the film more if they know something about the play.

Family	12-15	8-12
Worthwhile	Enchanting	Tell them the story first

The Second Time Around—20th Century-Fox. Direction, Vincent Sherman. A lively, saucy Debbie Reynolds farce of the Far West, in which a doughty young widow with two children seeks both a home and a career. Kindhearted Thelma Ritter takes her on as a ranch hand, and two suitors quickly appear on the scene. Before Debbie chooses between them she clears away the forces of evil with which every western film town is beset, and is acclaimed sheriff by the admiring townspeople. Leading players: Debbie Reynolds, Steve Forrest, Thelma Ritter.

Family	12-15	8-12
	A typical Debbie Reynolds farce	

Twinkle and Shine—Columbia. Direction, Richard Quine. This second release of a lively comedy starring Doris Day was reviewed two years ago under the title *It Happened to Jane*. If you haven't seen it, do go and take the youngsters. There are so few good, wholesome comedies available for them today. Miss Day plays the role of an indomitable young widow who runs a lobster business in Maine. When a shipment is spoiled through the railroad's negligence, she sues the wealthy owner and finally takes her case to the American people by way of television and radio. Ernie Kovacs, playing a comic caricature of a big, bad tycoon, enjoys every teeth-gnashing moment. Leading players: Doris Day, Jack Lemmon, Ernie Kovacs.

Family	12-15	8-12
Fun	Fun	Fun

ADULTS AND YOUNG PEOPLE

Call Me Genius—Continental Distributing Company. Direction, Robert Day. Bored by the deadly routine of an office job, a British clerk (Anthony Hancock) deludes himself into thinking he is an artist. This mental misapprehension balloons so rapidly that before the poor man knows it he is in Paris, deluding the Left Bank as successfully as he fooled himself. An important art critic (George Sanders) through a mistake spreads the myth still further. Unfortunately this spoof on the modern art world and its pretensions is not so fresh and funny as it might be. Leading players: Anthony Hancock, George Sanders.

Adults	15-18	12-15
Inferior English farce	Same	Same

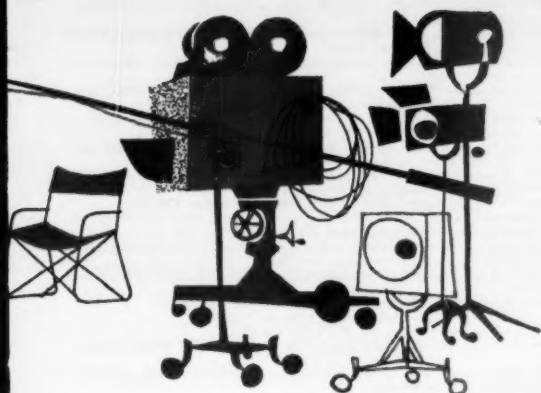
The Flight That Disappeared—United Artists. Direction, Reginald Lee Borg. A passenger plane carrying the country's greatest atomic physicist to Washington for a military conference is suddenly drawn up into space. It stops at a point where time, as mortals know it, does not exist. A grave gentleman in a white toga steps out from a cloud and says he represents the unborn children of the future. He has kidnaped the scientist in order to prevent the destruction of mankind. The film is not very well done, but the subject matter makes it so absorbing that you wish it were. Leading players: Craig Hall, Paula Raymond.

Adults	15-18	12-15
Matter of taste	Matter of taste	Matter of taste

From a Roman Balcony—Continental Distributing Company. Direction, Mauro Bolognini. This highly realistic and depressing Italian film describes the decadence and crime, the scarcity of honest jobs, and the casual sexual adventures in which the young people of a poor section of Rome become involved. Excellently directed and acted. Based on *Roman Tales* and *New Roman Tales* by Albert Moravia, one of Italy's leading writers. English titles. Leading players: Jean Sorel, Lea Massari.

Adults	15-18	12-15
Matter of taste	No	No

The Hustlers—20th Century-Fox. Direction, Robert Rossen. A taut, moody study of New York's steamy jungle of pool halls and



shoddy rooming houses, acted with terse understatement. Paul Newman plays Eddie Felson, a California pool shark out for big money. He loses to "Minnesota Fats" (played with quiet, effective force by Jackie Gleason), who is under the corrupting control of a mobster-gambler (George C. Scott). Eddie also comes under his power, and the plot is based on Eddie's attempts to recoup his losses and free himself from the gambler. Piper Laurie gives a low-keyed performance of a girl Eddie meets in a bus depot, a shadowy creature of depression and suffering. Supporting actors are excellent. Leading players: Paul Newman, Jackie Gleason, Piper Laurie, George C. Scott.

<i>Adults</i>	15-18	12-15
Excellent production	Mature	No

King of Kings—MGM. Direction, Nicholas Ray. An elaborate and costly spectacle in which familiar episodes in the life of Christ have been respectfully woven. Apparently striving for realism, the producers used modern English, but the poetry of the majestic King James Version would have added much-needed stature to the film. There is a notable absence of the supernatural, the presence of angelic hosts and messengers being suggested by narration and a swelling chorus of orchestra and voices. Arresting but static religious scenes, such as the scattered crowds listening to the Sermon on the Mount and the quiet intimacy of the Last Supper, are impressive. The carefully researched settings and costumes plus the melodramatic episode of Salome, the bloody battle scenes, and the endlessly marching legions—all have the flavor of the well-made spectacle film. Leading players: Jeffrey Hunter, Robert Ryan, Siobhan McKenna.

<i>Adults</i>	15-18	12-15
A long, elaborate biblical spectacle		

Macario—Azteca Films. Direction, Roberto Gavaldon. This simple, attractively filmed story is in the tradition of folk tales in which magic and the supernatural are taken for granted. Macario, a poor Mexican peasant, reluctantly shares the first turkey he has ever had for himself with a black-robed stranger, who turns out to be Death. In gratitude Death gives the peasant the gift of healing those about to die, and Macario's strange new ability develops into a profitable business. Death is not a morbid character. Mexican peasants are well acquainted with him, and the film shows the yearly festival held in his honor. The picture is natural and unaffected, with a fine cast. Leading players: Ignacio Lopez Tarso, Pina Pelicer.

<i>Adults</i>	15-18	12-15
Out of the ordinary, beautifully filmed Mexican folk tale		
		Mature

The Mark—Continental Distributing Company. Direction, Guy Green. An intelligently written, compassionately directed and acted drama of a mentally disturbed man who battles against a vicious compulsion, aided by a friendly prison psychologist and the woman who loves him. After he has won (and it is not made easy) he discovers that he has another fight before him—to make society believe he has fully recovered. The compulsion, to which he never actually yielded, was the seduction of little girls. Leading players: Maria Schell, Stuart Whitman.

<i>Adults</i>	15-18	12-15
Thoughtful and compassionate dramatization of a difficult subject	Possibly	No

Night Affair—President Films. Direction, Giles Grangier. Once more Jean Gabin plays detective in a sordid Parisian setting. He conducts a leisurely search for the murderer of a gangster, takes over the mistress of the dead man, and scrutinizes her associates and dubious surroundings with a cold and practiced eye. The dénouement is unexpected, but the rest of the film is pretty drab. English titles. Leading players: Jean Gabin, Danielle Darrieux.

<i>Adults</i>	15-18	12-15
Routine French crime picture	No	No

The Pure Hell of St. Trinians—Continental Distributing Company. Direction, Frank Launder. A couple of marvelous shots at the beginning of the film show the well-known girls of St. Trinian's so sly, so exaggeratedly, joyously malevolent that they give promise of some pretty keen-edged British satire. Unfortunately the promise is not fulfilled. The children and some prominent comic stars are wasted in a long-drawn-out, turbaned "eastern" fantasy. Leading players: Cecil Parker, Joyce Grenfell.

<i>Adults</i>	15-18	12-15
Uninspired	Same	Sophisticated

The Risk—Kingsley-International. Direction, Roy and John Boulting. What would you do if, as a scientist, you had spent long, dedicated years discovering and perfecting a cure for cholera, only to be told by your government that the preparation could not be used because its ingredients might be of military importance to an enemy? The conflicting moral values pose an interesting problem, but after being stated they are used only as a gimmick upon which to build a spy thriller. The film is skillfully done but lacking in sensitivity and rather depressing. Leading players: Tony Britton, Virginia Maskell, Peter Cushing.

<i>Adults</i>	15-18	12-15
Disappointing English spy thriller		

Roses for the Prosecutor—American Metropolitan Enterprises. Direction, Wolfgang Staudte. Even now there are some Nazi sympathizers, and the hypocrisies that mask them are revealed in this satiric melodrama. During the war a peddler, tried for minor theft, was sentenced to death by the public prosecutor holding office under the Nazis. The peddler escaped, but now the pompous old bureaucrat is desperately afraid that his past as a Nazi prosecutor will come to light. The peddler, a pathetic little man, bears no malice for the past injustice. He only wants to get along in his job, and perhaps be loved by a beautiful blonde innkeeper. The action of the film proceeds with a curious indirection as if to state that without anyone's intervention truth will win out eventually. English titles. Leading players: Walter Giller, Ingrid Van Bergen.

<i>Adults</i>	15-18	12-15
Well made; matter of taste	No	No

Teen-age Millionaire—United Artists. Direction, Laurence S. Doheny. A slight, incoherent story is casually unfolded between presentations of rock-and-roll singers and their hit tunes. Because Aunt Zazu Pitts is afraid the big world will harm her teen-age millionaire nephew, Jimmy Clanton must cool his heels in his mansion, swim in his vast pool, or lounge in his magnificent den playing records. (His bodyguard, Rocky Graziano, gives the constant impression of reading from a teleprompter—even in a phone booth.) In due course matters improve, and Bobby finds himself working incognito at a radio station. Leading players: Jimmy Clanton, Rocky Graziano.

<i>Adults</i>	15-18	12-15
Doubtful		For rock-and-roll fans

Town Without Pity—United Artists. Direction, Gottfried Reinhardt. A grimly ironic melodrama of the trial of a young German girl after she has been assaulted by four drunk GI's. The American army has promised a fair trial, but her reputation is destroyed in the courtroom, and she is subjected to the pitiless derision of her little town. Kirk Douglas does a brilliant job as the defense attorney whose repugnant task it is to save his clients. Presented in an honest, straightforward, almost documentary style, this is certainly not a happy picture, but the incident could well have taken place in any occupied country. Done with power and dramatic restraint. Leading players: Kirk Douglas, E. G. Marshall, Christina Kaufmann.

<i>Adults</i>	15-18	12-15
Brilliant production	No	No

West Side Story—United Artists. Direction, Robert Wise, Jerome Robbins. This brilliant modern dance operetta is an epic of the Jets and the Sharks, roving bands of slum youths who claim

sovereignty over their shabby streets and make war upon one another. The picture opens with an established gang protesting the intrusion of Puerto Ricans on their block and plotting a "rumble" to show them their place. A Romeo and Juliet subplot is caught up in the whirlwind of events leading to the intensely exciting—and fatal—rumble. The love story is poignant, but what sets the pulses beating and constantly challenges the senses is the intense energy released in the film—the sweep of dancing figures who surge daemocratically across the screen and the vigor of Leonard Bernstein's haunting music. Leading players: Natalie Wood, Richard Beymer.

Adults	15-18	12-15
Excellent	Thrilling but mature	Very mature

Wonders of Aladdin—MGM. Direction, Henry Levin. Donald O'Connor and Vittorio de Sica, two distinguished actors, are unable to lift this heavy fantasy off the ground. Brash and bumbling Donald Aladdin dreams of going to the Arabian court and becoming somebody, though his humble neighbors, except for a pretty girl, laugh at him. Given a small lamp by his doting mother, Aladdin accidentally summons its genie—the stately, crimson-clad De Sica. Despite his rich appearance, the genie limits Aladdin to three wishes. The young man manages to survive a curious miscellany of adventures and finds romance with his faithful sweetheart. Leading players: Donald O'Connor, Vittorio de Sica.

Adults	15-18	12-15
Burlesque-type	Tasteless in part	No
"Arabian Nights" story		

MOTION PICTURES PREVIOUSLY REVIEWED

Family

Alakazam the Great—A mishmash of children's animal stories, fairy tales, and cartoon antics, sometimes violent. October.
The Dog and the Diamonds—Poorly made children's film. November.
Grayfriars Bobby—A straightforward, beautifully produced film about the love of a dog for his human friend. October.
The Man Who Wagged His Tail—A droll little fable about a wicked landlord who is turned into a dog. November.
Nikki, Wild Dog of the North—A superior Disney animal story photographed in the Canadian Rockies. Some violence. September.
The Secrets of Monte Cristo—Derring-do and treasure hunting in routine vein. September.
Tammy Tell Me True—A wise but unworriedly miss ventures from her shanty houseboat to acquire a college education. September.
The Thief of Baghdad—Tongue-in-cheek retelling of a simple, childlike story. October.

Adults and Young People

Armored Command—Formless and undistinguished World War II spy thriller. November.
Ashes and Diamonds—A Pole's concern with the fate of his country is coupled with brilliant camera work. September.
Back Street—The third film version of Fannie Hurst's story of the "other" woman in plush-lined escapism. November.
Blood and Roses—A vampire horror film in the esthetic, romantic French manner. November.
Brain Washed—Absorbing, well-acted drama about why a man playing his first game of chess could beat the world champion. October.
Breakfast at Tiffany's—Truman Capote's amoral, "kookie" tale of a sprite of New York café society (Audrey Hepburn) has been framed in a boy-meets-girl plot with a happy ending. October.
Bridge to the Sun—Tender love story of an American girl and the Japanese diplomat whom she married. October.
Claudette Inglish—Sordid domestic drama based on Erskine Caldwell's book about a southern tenant farmer and his family. November.

A Cold Wind in August—Cheaply sensational film about a strip-tease performer and a young boy. October.
Come September—Pretentious Rock Hudson vehicle; luxurious Italian settings including Gina Lollobrigida. September.
David and Goliath—Orson Welles' acting adds a flicker of interest to this routine Italian spectacle. November.
The Deadly Companions—Maureen O'Hara becomes involved with the bad men of this mediocre western. November.
The Devil at Four o'Clock—In this lively South-Sea-island adventure story a priest and a wise-cracking criminal are protagonists. November.
Everything's Ducky—A Buddy Hackett shipboard farce about a sophisticated talking duck. November.
The Explosive Generation—Troubled teen-agers will find neither comfort nor entertainment in this irritatingly exaggerated film. September.
Fate of a Man—Moving, if sometimes hard-to-take, war drama. October.
Girl with a Suitcase—An adult Italian character study of a sensitive adolescent boy and a rough yet childlike café singer. November.
The Great War—Old-fashioned World War I serio-comic melodrama. November.
Honeymoon Machine—A zany navy farce. October.
House of Fright—A brutal, lurid, comic-book version of the Dr. Jekyll-Mr. Hyde story. October.
Invasion Quarter—A wacky and engaging English farce. September.
The Joker—A witty, ultrasophisticated French farce. October.
Konga—Low-grade science-fiction horror film. November.
Ladies' Man—Jerry Lewis' familiar antics in a feature-length series of gags. September.
La Dolce Vita—The famed director of *La Strada* has created a teeming, explosive modern pageant of evil. September.
Leda—A rather thin, silly French, murder mystery. October.
Man Trap—Sordid, routine crime melodrama. November.
Marines, Let's Go!—A tasteless farce about the shenanigans of marines on leave in Japan during the Korean War. October.
Mr. Sardonicus—A William Castle horror production that evokes disgust as well as macabre thrills. November.
On the Double—A rehash of Danny Kaye's old tricks, superbly performed but unhappily garnished with touches of vulgarity. September.
The Pharaoh's Woman—An absurd, third-rate "eastern" spectacular. October.
The Pit and the Pendulum—Poorly acted, elaborate film version of Poe's eerie tale; not for the sensitive. October.
Revolt of the Slaves—A revolting spectacular about the martyrdom of Christians in Rome. October.
Scream of Fear—A gripping murder thriller. October.
Secret of Deep Harbor—Unprepossessing crime melodrama with flabby characterizations and tasteless incidents. November.
The Sergeant Was a Lady—Banal treatment of a plot as modern as Thurbur and as ancient as Aristophanes. November.
Summer and Smoke—Remarkable acting by Geraldine Page in a mature psychological drama. October.
Susan Slade—Domestic drama in luxurious settings. November.
Three on a Spree—An English take-off on *Brewster's Millions* that does not go very far. November.
The Trunk—A mystery melodrama whose surprise ending does not compensate for a faulty plot and stilted dialogue. October.
Valley of the Dragons—A comic-book version of Jules Verne's *Career of a Comet*. November.
Voyage to the Bottom of the Sea—A nuclear-submarine inventor battles forces above and beneath the sea to extinguish a ring of fire around the world. Uneven melodrama. September.
A Weekend with Lulu—Not up to the high standards of British farce. October.
When the Clock Strikes—A routine melodrama, mediocre all the way through. October.
The Young Doctors—The modern hospital is the setting and protagonist of a seriously produced, well-acted picture. October.

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